

**IMPROVING THE SPEAKING SKILLS OF GRADE XI STUDENTS IN
SMK MUHAMMADIYAH 2 KLATEN UTARA THROUGH
COMMUNICATION GAMES IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as a partial fulfilment of the requirements for the attainment of the
Sarjana Pendidikan Degree on the English Language Education Department



By:

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2013**

APPROVAL SHEET

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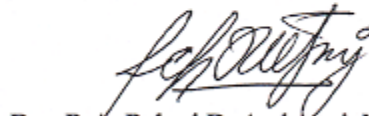
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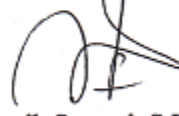
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IMPROVING THE SPEAKING SKILLS OF GRADE XI STUDENTS IN SMK MUHAMMADIYAH 2 KLATEN UTARA THROUGH COMMUNICATION GAMES IN THE ACADEMIC YEAR OF 2012/ 2013

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Fulfilled the Requirements for the Attainment of the Degree of *Sarjana
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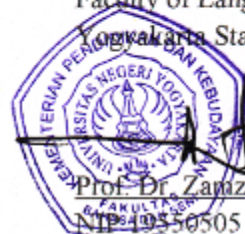
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PERNYATAAN

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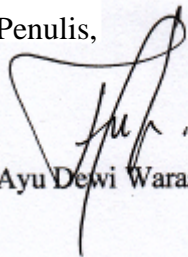
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menyatakan bahwa karya ilmiah yang berjudul *Improving The Speaking Skills of Grade XI Students in SMK Muhammadiyah 2 Klaten Utara through Communication Games in the Academic Year of 2012/ 2013* ini adalah hasil pekerjaan saya sendiri.

Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya hal itu menjadi tanggung jawab saya

Yogyakarta, Januari 2013

Penulis,



Ayu Dewi Warastuti

MOTTOS

Verily, those who believe
(in the Oneness of Allah),
and in His Messenger Muhammad
(Peace be upon him)
including all obligations ordered by Islam
and do righteous good deeds,
they are the best of creatures.
[Al-Bayyinah 98: 7]

"A dream doesn't become reality through magic;
It takes sweat, determination, and hardwork."

~Colin Powell~

DEDICATIONS

This piece of writing is most respectfully dedicated to:

Ibuk, Bapak ...

&

Simbah (deceased)

Thank you for who I am.

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This thesis will never be finished without contributions of many different people, in different ways, of course. I would like to express my appreciation since I did not do this project alone and they made this possible especially to the following.

Thank Allah for the wisdom and perseverance that has been bestowed upon me during this research project, and indeed, throughout my life.

Dra. R.A. Rahmi D. Andayani, M.Pd and Nunik Sugesti, S.Pd., M.Hum, for making this research possible. Their advice and support throughout the research project are greatly appreciated. Indeed, without their guidance, I would not be able to put the topic together.

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As a final point, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticisms, comments and suggestions for the improvement of this thesis. However, I wish this thesis would give precious contribution to the improvement of the English teaching and learning.

Yogyakarta, January 2013

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ABSTRACT

This study was aimed at improving the speaking skills through the use of communication games among grade XI students of SMK Muhammadiyah 2 Klaten Utara in the academic year of 2012/ 2013.

This study was an action research study. This research was conducted in grade XI of SMK Muhammadiyah 2 Klaten Utara. It consisted of two cycles with three meetings for each one. The data were obtained from observations during the teaching and learning process, interviews with the students and the English teacher, speaking rubric and photographs. The data were in the forms of field notes, interview transcripts, students' speaking performance scores, and photographs. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Time triangulation and investigator triangulation were also applied to check the trustworthiness of the data.

The results of this study show that there are improvements of students' speaking skills. It could be seen from the results of classroom observation toward students' speaking performances including fluency, pronunciation and intonation, accuracy, vocabulary, non-verbal language and the task achievement. The students' performances during the implementation of the games and the better results of the students' post-test scores showed improvement. Therefore, students' speaking skills were improved through the implementation of communication games.

CHAPTER I INTRODUCTION

The objective of this research is to help students of vocational high schools in improving their productive skills, particularly speaking skills. By applying communication games as one of the activities in the teaching learning process, the teacher can assist the students to overcome their difficulties in speaking practices. In this part, the writer presents background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

A. Background of the Problem

As a formal educational institution, a vocational high school has a responsibility to design outcomes with prepared-skills for working. For this reason, graduates of vocational schools need to master basic knowledge to communicate in the society, including the ability to communicate in English. The ability is closely related to both spoken and written forms.

In learning English as a foreign language, especially in vocational high schools, students usually learn more about language functions rather than language forms (Depdiknas, 2006). They have to be able to gain communicative skills, especially the spoken form, such as, listening and speaking. The students are also required to be able to communicate in real situations such as uttering and responding to statements orally.

Based on the observation, the students had a low ability of speaking. They found it difficult to express something that they wanted to say because they did

not know the English words or expressions. They were not confident to perform their speeches. They often do mistakes and errors in pronouncing some words, such as, “would”, “could”, and “through”. They also had difficulties in differentiating the pronunciation of the word “tree and three” and “think and thing”. These problems lead to providing great quantities of speaking experiences for the students before they are demanded to react on the other people’s utterances in real world situations. Thus, the teacher needs to encourage the students for their speaking skills.

It has been known that in a communication, especially in the oral communication, one needs to respond to what the speaker says. In this case, the students have to build up their speaking skills because these will be benefits in their future. However, there are a number of students who feel that it is difficult to speak in English. Such problems will influence their ability to act the speech in interactions. It means that improving speaking skills is essential for them. This can be done by providing them various motivating, fun and attractive activities in the teaching learning process.

Classroom activity is one of important aspects in the teaching learning process. There are various activities that can be applied in order to improve speaking abilities. One of them is a game. It is sometimes known as an activity with rules, goals, and even elements of fun (Hadfield, 1990: v-vi). The reason is that it can provide opportunities for real communication. In this case, the games used are communication games since the focus of the learning is the success of communication or fluency without disobeying the correctness of language or

accuracy, indeed. As a result, the games will help them to be confident and brave in speaking. This can also be an effective activity to practice what they have learnt. By carrying out the teaching learning processes through communication games regarded as the integral part of the lesson, the students will be capable of finding an easy and fun learning to evolve their speaking skills.

B. Identification of the problem

In relation to the topic discussed in this study, the researcher gives the illustrations of the English classroom in SMK Muhammadiyah 2 Klaten Utara. Illustrations of English teaching learning process can generally be described as the following.

Firstly, it is about school infrastructure. The school actually provides infrastructure for the students to improve their English. It has a language laboratory on the second floor of the front side of the school building. The facilities in the laboratory have been in its development. The school is developing some programs of English learning in order to make the infrastructure better. However, the teacher uses the language laboratory for only listening activities.

Secondly, it relates to classroom condition. In the classroom, there are a number of single tables and chairs that can be used for two students in each table. The seating arrangement is in line. Then, the classroom facilities are still inadequate. There are a blackboard, tables and chairs, cabinet pictures, a students' daily attendance board, and a list board of classroom facilities. OHP and LCD Projector are not provided for each class. The main cause is that they are rarely used in the class so that they are not set every time in every classroom. When a

teacher needs to use one of both, she or he must prepare the OHP or LCD Projector before the class begins. Additionally, when there are some students from another class who have finished the physic class, they are very noisy outside. As a result, it disturbs the other students learning in the class.

Thirdly, it deals with the students. The students are 26 students. Most of them are female. Their age is about 16-18 years old. They have less attention and less enthusiasm to join the lesson. When the teacher starts the lesson, some of them were still busy playing their mobile phones. They also have difficulties in speaking English. They are not brave enough to express phrases or even words existing in their mind when the teaching learning occurs. Sometimes, they use Bahasa Indonesia or Javanese to state what they want to say. The students also have a low pronunciation ability. When the teacher asks them to read a passage, they are not able to do it well. Some of the words they read are mispronounced, such as the word “would”, “could” and “through”. They also have difficulties in differentiating pronunciations of the words “tree and three” and “think and thing”. In general, it can be said that their English speaking skills need to be improved.

Fourthly, it is about the teacher. The teacher sometimes uses Bahasa Indonesia or Javanese in the class. However, by doing that, she delivers the materials by considering the students’ ability, so when the students are still confused with the materials taught, she will explain more. The teacher emphasizes her teaching on grammar and vocabulary. She also says that she teaches the students by orienting to the final examination (exam-oriented). However, the teacher has not provided enough opportunities for the students to speak in English

during the lesson. Overall, the teacher provides fewer opportunities for them to practice speaking in the classroom.

Fifthly, it is about English classroom activities. According to the observation, the activities done in the class were less varied. It starts with an opening in the form of greeting from the teacher. Some of the students do not pay attention to the teacher at first. They play with their mobile phones, busy with their own activities and busy talking to their friends. Then, the teacher continues the opening by asking about the students' attendance. In this session, they really start to listen to the teacher. In words, it can be said that the classroom activities are monotonous.

In the beginning of the main activities in the class, the teacher directly asks for the homework given in the previous meeting. The students are asked by the teacher to listen to the explanation from her, write some theories of certain language forms and functions, and do some exercises given by the teacher in a written form. The students are also asked to read a passage in the next session and they have difficulties in pronouncing some words. They also do not have enough courage to express what they think when the teacher asks them to speak in the class in English. These problems bring the lesson into a minimal use of English in the classroom activities.

Sixthly, it is about the materials used by the teacher. The teacher always uses students' worksheets (LKS) without any additional course books when she teaches. She often uses her own notes. She makes her own materials to be used when teaching. The teacher sometimes gives a sheet of copied paper to the

students containing texts or conversations to be discussed. They are taken from some related English learning materials she has. According to the descriptions, it can be said that the materials used need to be more varied.

The illustrations of English classroom in SMK Muhammadiyah 2 Klaten Utara above show that the condition of English learning really needs to be improved. The students have to be more engaged in the teaching learning processes. Moreover, they also need to be facilitated by more speaking practices. It is important to provide the students enough opportunities to speak in English in order to make a habit for them to the real context of real world. It is also necessary to give them appropriate speaking activities, like discussions, information gaps, role-plays or games, to be done in the class as an integrated part of the syllabus. Such activities may create a good classroom atmosphere in order to stimulate the students to speak in English. However, the supports from other school elements are needed.

C. Limitation of the problem

Based on the explanation above, various things are in accordance with learning activities for the students of grade XI in SMK Muhammadiyah 2 Klaten Utara. All aspects of learning activities are interesting to be revealed and discussed. This study, however, limits the problems in the activities of the teaching learning process. The writer tries to disclose and discuss interesting and fun activities that can be used by the teacher in order to improve the students' speaking skills. The reason is that they need to be able to communicate in occupational contexts. Subsequently, the writer makes an effort to have

appropriate activities for the students. Therefore, this study will find an effective way of applying communication games to improve the students' speaking skills.

D. Formulation of the problem

From the identification and limitation of the problems above, the researcher formulates the problem related to the title of the study "Improving the Speaking Skills of Grade XI Students in SMK Muhammadiyah 2 Klaten Utara through Communication Games in the Academic Year of 2012/ 2013" as follow: how can the speaking skills of grade XI students in SMK Muhammadiyah 2 Klaten Utara be improved through communication games?

E. Objectives of the study

Related to the formulation of the problem above, the objective of this study is to improve grade XI students' speaking skills in SMK Muhammadiyah 2 Klaten Utara by using communication games.

F. Significance of the study

It is expected that the results of the study can give contributions to some elements, particularly teachers, students of English Education Department and the researcher as follows.

1. To the English teachers, the result of the study will give information about the benefits of using communication games as integrated activities of the syllabus to be utilized in the teaching learning process to improve the students' speaking practices. Thus, the teachers can get advantages from this study.

2. To the students of XI Multimedia 4 study program, the result of the study will give advantages as this is being the English learning experiences, especially in improving their speaking practice.
3. To the students of English Education Department in the Faculty of Languages and Arts, the result of the study will give advantages as this is being one of considerable sources or reading materials either to enrich their reference in writing thesis or to improve the knowledge of the English learning and teaching process.
4. To the researcher, the result of the study will also be an awareness of the contribution of communication games to improve speaking skills and give experiences in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

It was mentioned in the previous section that the aim of this study was to improve students' speaking ability of the second year in SMK Muhammadiyah 2 Klaten Utara through communication games. This study applied communication games as activities for the students in order to provide opportunities in practicing oral skills in the English teaching and learning processes. In this section, the discussion focuses more on the reviews of literature and conceptual framework. The literature reviews are correlated to each other in the conceptual framework as the frame of thought of this study. In this part, the frame of thought leads to the discussion on what to do in the research study. In the end of this chapter, conceptual framework explains the discussion in general.

1. Teaching Speaking

Speaking a foreign language is a complex skill (Lewis & Hill, 2002: 36). It does not only include chatting or conversational activities. Other skills such as, listening, reading, and writing also have portions. Thus, in this part the discussion about what actually speaking is, the types of speaking performances, the teacher's and students' roles, the general problems of speaking, the solutions and the assessment of speaking are provided.

a. The Nature of Speaking

Cameron in Biasanti (2011: 9) states that speaking is the active use of language to express meanings, so that other people can make sense of them. To

support the theory of speaking, Lazaraton in Biasanti (2011: 9) also mentions that the ability to speak a language is synonymously with knowing the language since speech is the most basic means of human communication. Another definition of speaking comes from Chaney in Kayi (2006: 1) in which it is stated that speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of context.

Supporting those definitions of speaking, Brown (2001: 272) points out some micro skills of speaking. They are listed in the table below.

Table 1. Micro Skills of Oral Skills

- | |
|---|
| <ul style="list-style-type: none"> a.) Produce chunks of language of different lengths. b.) Produce differences orally among the English phonemes and allophonic variants. c.) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. d.) Produce reduced forms of words and phrases. e.) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. f.) Produce fluent speech at different rates of delivery. g.) Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking) to enhance the clarity of the message. h.) Use grammatical word clauses (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. i.) Produce speech in natural constituents (in appropriate phrases, pause groups, breath groups, and sentences). j.) Express a particular meaning in different grammatical forms. k.) Use cohesive devices in spoken discourse. l.) <i>Accomplish appropriately communicative functions according to situations, participants, and goals.</i> m.) <i>Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.</i> n.) <i>Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.</i> o.) <i>Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meaning.</i> p.) <i>Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor can understand.</i> |
|---|

Brown (2003: 154) in his other book, mentions that the italic micro skills in the previous page in Table 1 are considered as macro skills of speaking. The list of micro and macro skills helps teacher to focus on clearly conceptualized objectives of teaching. As the teacher plans the lesson, there is one more thing needed to consider. That is the classification of spoken language.

Spoken language can be classified into two categories, monologue and dialogue (Brown, 2001: 250-251). The figure below gives an illustration about the types of spoken language.

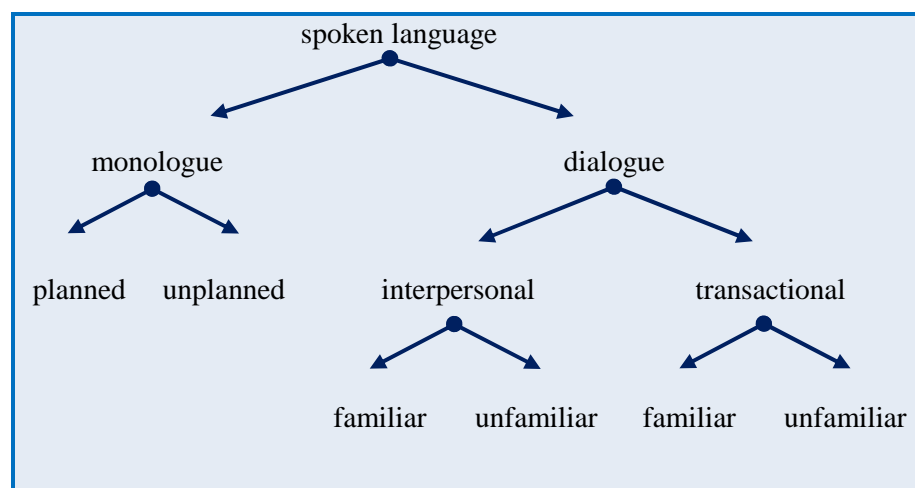


Figure 1. **Types of Spoken Language**

According to the figure above, the first type of spoken language is monologue. In a monologue, a speaker uses spoken language without any exchange with listeners for any length of time, as in speeches, news broadcasts or lectures. Monologue can be planned or unplanned. The planned monologues usually present little redundancy and are relatively difficult to comprehend. The unplanned ones exhibit more redundancy which makes for ease to understand.

The figure above also illustrates that the second type of spoken language is dialogue. Dialogues involve two or more speakers and can be divided into two

based on the function of those exchanges. They are interpersonal and transactional. Interpersonal dialogues promote social relationship, while transactional dialogues convey propositional or factual information. Both of them have a good deal of background knowledge. That is about familiarity and unfamiliarity. In a conversation between or among participants, both of them share different effects for comprehension.

Another variable is necessary to be added to complete the descriptions about speaking. It is about the functions of speaking. Expanding Brown and Yule's framework about two functions of speaking as interactional function and transactional function, Richards (2008: 21) mentions the functions of speaking that talk is as interaction, talk is as transaction and talk is as performance.

The following is the explanation of each function. Talk as interaction refers to what people normally mean by conversation and describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves rather than on the message, such as, a chat to a school friend over coffee or a chat between a student and his professor while waiting for an elevator. Talk as transaction refers to situations where the focus is on what is said or done. The example of talk is making a telephone call to obtain flight information or asking someone for directions on the street. Talk as performance refers to public talk. It is a talk that transmits information before an audience, such as classroom presentation, public announcements and speeches. The talk tends to be in the form of monologue rather than dialogue.

b. Types of Classroom Speaking Performances

Types of classroom speaking performances according to Brown (2000: 272-274) are described as follows.

1) Imitative

This kind of speaking performance requires students to spend time by doing imitation from inputs, both from what they read and what they hear. They may do reading aloud or repeating words, phrases, clauses and sentences. Drills are identical actions in this speaking performance.

2) Intensive

Compared to imitative, intensive speaking is one step forward. This speaking performance can be self-initiated or from the part of pair work activities where the learners are checking up certain forms of language.

3) Responsive

Responsive speaking can be seen when a student gives short replies to the teacher's or students' questions or comments. The replies do not broaden into a dialogue. Below is the example of speech (Brown, 2000: 273).

- T : How are you today?
 S : Pretty good, thanks, and you?
- T : What is the main idea in this essay?
 S : The United Nations should have more authority.
- S1 : So, what did you write for question number one?
 S2 : Well, I wasn't sure, so I left it blank.

4) Transactional (dialogue)

Transactional dialogue carries out for the purpose of conveying or exchanging specific information. A conversation between a teacher and a student talking about the main idea of an issue can be an example of this kind of speaking performance.

5) Interpersonal (dialogue)

Interpersonal dialogue carries out more for the purpose of maintaining social relationships rather than for the transmission of facts and information.

6) Extensive (monologue)

Extensive speaking can be in the form of oral reports, summaries or short speeches. These can be planned or impromptu.

The types of classroom speaking performances have been described. In this part, the discussion about classroom speaking activities stated by Harmer (2001: 271-275) are as well provided.

a.) Acting from a script

This speaking activity can be applied by asking students to act out scenes from plays or coursebooks. Students can also make their own dialogue to be performed.

b.) Communication games

Communication games refer to games that are designed to provoke communication between students. These frequently depend on information gap so

that one student has to talk to a partner or work in pair. “Twenty Questions”, “Just a Minute”, and “Call My Bluff” are examples of communication games.

c.) Discussion

It is an unwanted situation in the discussion when students are unwilling to give or share an opinion in front of the whole class. This difficulty can be avoided by doing “buzz up” activity or more formal, debating.

d.) Prepared talks

In this speaking activity, the students are asked to make a presentation on a topic of their own choice. These kinds of talks are prepared and more writing-like, so that they are not designed for informal spontaneous conversations.

e.) Questionnaires

The advantage of using questionnaires is that these have been pre-planned. These make certain for both questioner and respondent have something to say to each other.

f.) Simulation and role-play

A great benefit of simulation and role-play can be achieved by students as it will be useful in their future career. They can simulate in a real-life context, such as, being a director in a business meeting, being waitress in a restaurant. They may practice the use of language, such as, giving commands or offering helps.

Supporting the descriptions of the speaking activities mentioned above, Kayi (2006: 1-3) also proposes some activities to promote speaking in following list.

- a.) Discussions
- b.) Role plays
- c.) Simulations
- d.) Information gaps
- e.) Brainstorming
- f.) Storytelling
- g.) Interviews
- h.) Story completion
- i.) Reporting
- j.) Playing cards
- k.) Picture narrating
- l.) Picture describing
- m.) Find the difference

Those activities mentioned above can be applied in the language teaching by considering the aim of learning. It is an example when the aim of the learning is to get the students capable of identifying narrative texts. The teacher may use storytelling or picture narrating.

c. Teacher's and Students' Roles

In a language teaching, there will be a role for each participant. Firstly, according to Larsen-Freeman (2000: 128-129) teacher's main role in the classroom is to facilitate communication. The major responsibility of the teacher is to establish situations likely to promote communication. When the activities run, the teacher acts as an advisor, answering students' questions and monitoring

their performance. The teacher might also take notes of their errors to be corrected for evaluation. Other times, the teacher might be a communicator to engage in the communicative activity along with the students.

Additionally, Harmer (2001: 57-62) mentions some roles of teacher. They are listed as follows.

- 1) Controller
- 2) Organizer
- 3) Assessor
- 4) Prompter
- 5) Participant
- 6) Resource
- 7) Tutor
- 8) Observer

Those roles can be taken into certain situations to achieve the purpose of teaching. The teacher has to be able to switch between one role and the others to find the most appropriate one. The teacher needs to be aware of how to carry out the roles and how to perform them.

Secondly, the students' roles are as communicators to be actively engaged in negotiating meaning. This is done to make themselves understood and also the others even when their knowledge of the target language is incomplete. Since the teacher's role is less dominant, students are seen as more responsible managers of their own learning.

d. Problems in Speaking

As a productive skill, speaking is usually difficult for foreign language learners (Kang Shumin in Richards, 2002: 204). According to Brown (2000: 270-271), there are some characteristics of spoken language which may create difficulties to perform spoken language. The following is a few descriptions of them.

a.) Clustering

Clustering deals with the way the speakers organize their output both cognitively and physically (in breath group) through such clustering.

b.) Redundancy

Redundancy deals with the way the speaker has an opportunity to make meaning clearer through the redundancy of language by capitalizing on this feature of spoken language.

c.) Reduced forms

Reduced forms refer to contractions, elisions, reduced vowels, etc; all from special problems in teaching spoken English.

d.) Performance variables

Performance variables deal with a certain number of performance hesitations, pauses, backtracking and corrections which appear during the process of thinking as the speaker speaks.

e.) Colloquial language

It is important for the teacher to make sure that the students are well acquainted with the words, idioms and phrases of colloquial language and that the students get practice in producing these forms.

f.) Rate of delivery

Rate of delivery refers to an acceptable speed along with other attributes of fluency which needs to be achieved by the students.

g.) Stress, rhythm, and intonation

Stress, rhythm and intonation which are the most important characteristics of English pronunciation convey important messages.

h.) Interaction

The most essential thing that should be considered related to interaction is that learning to produce waves of language in a vacuum without interlocutors would inhibit speaking skill from its richest component; that is the creativity of conversational negotiation.

All of the characteristics above come to a summing up that those characteristics sometimes can create students' difficulty for the process of speaking. Consequently, students have to pay attention to those characteristics in order to be able to communicate effectively.

e. Principles for Designing Speaking Techniques

Brown (2000: 275-276) states that there are seven principles for designing speaking techniques. The techniques listed below can be some solutions for the problems in speaking. The followings are techniques which can be applied for in the teaching of speaking.

- a.) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b.) Provide intrinsically motivated techniques.
- c.) Encourage the use of authentic language in meaningful contexts.
- d.) Provide appropriate feedback and correction.
- e.) Capitalize on the natural link between speaking and listening.
- f.) Give students opportunity to initiate oral communication.
- g.) Encourage the development of speaking strategies.

f. Assessing Speaking

Assessing speaking is a process with many stages (Louma, 2004: 4). At every stage, there are interactions to produce something for the next stage. Then, to assess speaking, Brown (2003: 144-182) mentions the design of assessment tasks. It includes how to design various speaking performance, such as, imitative, intensive, responsive, interactive and extensive speaking. The table in the next page presents a list of designed assessment tasks for speaking.

Table 2: Designs of Assessment Tasks

Speaking Performance	Task	Scoring (Scale)
Imitative	Word repetition	2: acceptable pronunciation 1: comprehensible; partially correct pronunciation 0: silence; seriously incorrect pronunciation
Intensive	Directed response	2: comprehensible; acceptable target form
	Read aloud (pronunciation & fluency)	1: comprehensible; partially correct target form 0: silence, or seriously incorrect target form
	Sentence/ dialogue completion and oral questionnaires	<i>This modified form of scoring aspects can also be used.</i> Grammar
	Picture-cued	Vocabulary Comprehension Fluency Pronunciation Task (accomplishing objectives)
Responsive	Question and answer	Simply use: Pronunciation
	Giving instruction and direction	Grammar

	Paraphrasing	Fluency As they can show the overall comprehensibility.
Interactive	Interview	Use: Grammar Vocabulary Comprehension Fluency Pronunciation Task (accomplishing objectives) (Brown 2001: 406-407)
	Role play	
	Discussion and conversation	
	Games	
Extensive	Oral presentation	Content & delivery
	Picture-cued story telling	
	Retelling a story, News Event	
	Translation	

g. Teaching Speaking in Vocational High School

The discussions of the teaching speaking in vocational high schools will include some aspects as provided below.

1) English Learning and Teaching in Vocational High Schools

Teaching English in Indonesia is considered as teaching English as foreign language (EFL). This is because the students commonly learn English in their

country, their place of origin, Indonesia and they have Indonesian as their first language.

Furthermore, Holmes (2004: 6) mentions that teach is something the teacher does to the students, while learn is something the student does for him or herself. Thus, the teacher and students have their own roles in learning.

2) English Teaching in Vocational Schools in Indonesia

The teaching of English in vocational high schools has a different concept from that in general high schools in the same level. The emphasized aspect of teaching English in vocational schools is to give practices for students to use English. This is done in order to prepare them for being ready to face their future in the real communication contexts.

The objectives of teaching English in the vocational school can be seen in the curriculum of English for SMK (Depdiknas, 2006: 384-386). It is stated that English is an adaptive subject, in which it is aimed at providing students the ability to communicate in English in the communicative material contexts needed for students' division both spoken and written. Besides, English also puts the students forward for the ability to communicate in the daily life based on the global standard and give the students chance for developing communication to a higher level.

The scope of English in vocational high schools includes three aspects (Depdiknas, 2006: 384). The first is communication basic of English at novice level. The second is communication basic of English at elementary level. The third is communication basic of English at intermediate level.

According to graduation competence standard (SKL) of vocational schools, English as one of subjects in the school has two main aims. The first is the students are able to get knowledge and basic skills of English to support their major competency. The second is the students apply their mastery of knowledge and basic skills of English to communicate both in the spoken and written forms at the intermediate level since they have passed the novice and the elementary levels. The following is the standard of competency and the basic competence of vocational school at the elementary level.

Table 3: Standard of Competency and Basic Competence of Vocational Schools at the Elementary Level

Standard of Competency	Basic Competence
2. Being able to communicate in English at the elementary level	2.1 Understanding daily conversations both in the professional and individual contexts with non-native speakers.

3) The Students of Vocational High Schools

It has been known that the age range of secondary high school students is between sixteen and eighteen for the normal stage. According to Brown (2001: 91), teaching students whose age range between twelve and eighteen is the same as teaching “young adults” or “teens”. Supporting the statement, Harmer (2001: 38-39) mentions that learners in secondary schools are included as adolescent or teenagers. Thus, teaching the students of vocational high schools can be included to a category of teaching teens or young adults or teenagers or adolescents.

Teens are in the shift stage of development. They are in between childhood and adulthood. In other words, it can be said that teens are in the age of transition, confusion, self-consciousness, growing and changing bodies and minds. Thus, some considerations need to be known by the teacher before teaching.

There are some thoughts which need to be considered while teaching the students in the secondary school. Brown (2001: 92) states that the students of secondary schools are becoming increasingly adult-like. Factors surrounding ego, self-image and self-esteem are at their most important point and the teacher needs to keep them high. It can be done by, for example, allowing mistakes and other errors to be accepted. Avoiding embarrassment of students, affirming each student's talents and strengths, encouraging small-group work where risk can be taken easily by the students, and de-emphasizing competition between classmates in learning are other significant concerns for teacher to keep the students' self esteem high. In such a way, the students will not be afraid of practicing using language.

Another variable needed to be considered is about their future career. It is about the advantages of learning English. English learning in the school is mainly demanded to give practice for them, not only to give the theories. As the students of vocational schools, they are required to be able to express meanings in both spoken and written forms in formal and informal contexts of life. One of example is that they are required to be able to use the expressions of offers, commands and the responses related to their career in the future.

h. Media

Media is one of important aspects of teaching. There are various learning media which can be utilized as the complement of teaching activities. The media, such as, pictures and images, boards, cards, and computers, are described as follows.

1.) Pictures and images

To facilitate learning, teachers can use pictures or graphics whether they are drawn, taken from any printed media, or photographs (Harmer, 2001: 134). Pictures of all kinds can be utilized in a variety of ways as the following examples.

a.) Drills

Drilling can be defined as an activity of repeating to do something a lot. In speaking, learners need to have experiences in using the language. Thus, the use of drilling with pictures both in the small size (flashcards) and big size (board) may help them to be able to apply the language they learn.

b.) Communication games

Harmer (2001: 135) states that pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. Sometimes, teacher uses pictures for creative writing. Teacher can also make use of pictures to have a conversation about a specific topic.

c.) Understanding

It is an easy way to explain the meaning of certain difficult words by showing pictures representing the word.

d.) Ornamentation

Although it is said that the pictures are used for ornamentation, the function of pictures is clearly not only to make work more appealing but also to enhance the text, giving readers a view of the outside world.

e.) Prediction

The use of pictures as to get students predicting what is coming next in a lesson has the advantage of engaging students in the task to follow.

f.) Discussion

Pictures can stimulate questions to find detailed information before doing tasks.

It is essential to consider the use of media, especially pictures. It is not only for the purpose but also the appropriateness for the classes they are being used for.

2.) The Board

Boards are the most multi-use piece of teaching equipment whether they are of the more traditional chalk-dust (blackboard) or the more conventional board-marker (whiteboard). A motivating point during a class activity can be provided by the use of boards (Harmer, 2001: 137). The variety use of a board in different purposes is listed as follows.

a.) Note pad

Note pad is frequently made by the teacher to write things up on the board as they come up during the lesson. It can be in the form of words, phrases, clauses or sentences. The reason why a teacher makes note pads is the need for making the learners remember the term they have not understood before.

b.) Explanation aid

Functioned as an explanation aid, boards are usually used by the teacher for clarification or justification, such as the relationship between an affirmative sentence and a question.

c.) Picture frame

Boards can be used to draw pictures, but sometimes teachers' artistic ability does not support them to create a well-drawn picture. However, the teachers are still able to produce simple pictures to help students in understanding concepts and words.

d.) Public workbook

Boards as public workbook may involve whole class in the lesson. They can see what the mistakes and the correct versions are.

e.) Game board

A number of games can be played by using the board. One of the games is "tic-tac-toe" games.

f.) Noticeboard

Sticking things on the board is one of activities that can be done by both the teacher and students to take full advantage of the boards as noticeboard.

g.) (Language) Cards

Cards can be applied for exercising the use of language and for matching activities. Other activities may also make use of cards as they provide a simple form of media.

3.) Computers

Nowadays, computers have various functions in language teaching. Harmer (2001: 146) states that they include the following:

a.) Reference

One of the chief uses of computers, either through the internet or on CD or DVD-ROMS, is as a reference tool. This can be connected to teaching. There are already a number of popular encyclopaedias available on CD-ROM and all sorts of other information are also available and the topic is varied. It is also available for a number of ELT dictionaries on CD-ROM, which offer, apart from definitions, spoken pronunciation of words and practice exercises and activities.

b.) Teaching and testing programs

Language teaching software packages offer students the chance to study conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voices.

c.) E-mail exchange

To be senders and receivers of e-mail is one of the major uses of computers which are hooked up to the internet. It allows easy access to the people

all over the world. E-mails are often written in an informal style of language or more likely written in spoken language. The users consider less about grammatical correctness or even correct spelling. Thus, it is true that e-mailing promotes fluent writing rather than accurate writing.

d.) Websites

There are a number of sites designed especially for students of English as a foreign language where they can exchange e-mails, do exercises, and browse around reading different texts, playing games, or doing exercises.

e.) The word processor

Word processors allow students to compose as they think, and change their minds in the course of writing. Though computers are ideal for students working on their own, they also have enormous potential for students working together, either operating a program or offering suggestions about what to do next. Word processing is the simplest and most obviously cost-effective way of tapping into this potential.

2. Communication Games

One of speaking activities proposed by Harmer (2001: 272) is communication games. The games are aimed to provoke communication between students frequently, so that they need to work in pairs to talk about certain topics with real-life contexts. Thus, it can be said that games serve as communicative activities (Chen, 2005).

To lead the discussion about games in details, it will be first provided the clearing up related to communicative activities in English teaching learning

processes. Richards (2006: 2) states that communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in a community. Communicative activities have real purposes such as to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

The term “communicative” in teaching will be closely correlated to a well known methodology that is called Communicative Language Teaching (CLT). CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006: 2). The goals of CLT are mainly to achieve communicative competence. It includes the knowledge of using language properly in the aspect of timing, setting and participants.

According to Richards (2006: 14), developing fluency is one of the goals of CLT. He mentions that fluency refers to a natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication. Some activities focus on fluency, such as, reflecting natural use of language, achieving communication, requiring meaningful use of language, requiring the use of communication strategies, producing language that may be unpredictable, and seeking to link language use to the context. In contrast with fluency, accuracy focuses on creating correct examples of language. Therefore, the teacher is recommended to use balance of fluency activities and

accuracy to use accuracy activities to support fluency activities because accuracy work could either come before or after fluency work.

As CLT is a commonly used methodology in language teaching, there are various types of activities that have been used. Richards (2006: 19) states some of the activities, such as, information-gap, jigsaw, task-completion (games or puzzles), information-gathering, opinion-sharing, information-transfer, reasoning-gap and role-play. Those activities can provide opportunities for interaction and communication. Furthermore, Moss & Ross-Feldman (2003) mention that to make the activities as useful as possible there are a few things to remember:

- 1) Keep teacher talk to a minimum. Explain as much as possible by demonstrating the process, explaining in different ways, and repeating. Don't worry if every learner doesn't understand every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class is.
- 2) Literacy- and beginning-level learners, as well as those at intermediate and advanced levels, are highly competent individuals. They may lack English and (for some) school skills, and it is the teacher's job to help them with that. These adults have successfully weathered many difficulties to get to class. Give them the credit they deserve.
- 3) Have fun. Communicative activities are designed to be lively, interactive, and fun. When people are comfortable they are likely to learn more. An active, cooperative class is a class where a great deal of learning about social, cultural, and linguistic is evident.

The focus of developing individual linguistic skills has shifted to develop the use of language to achieve the speaker's objectives as the goal of CLT. The new area of the focus, already known as communicative competence, leads

language teachers to look for task-oriented activities which engage the students in creatively use of language. Considering the previous description, game can be a choice as one of learning activities because it serves as excellent communicative activities (Chen, 2005:1).

a. The Nature of Games

Wright, Betteridge & Buckby (2006: 1) mentions that the word “game” can be defined as an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

According to Saricoban & Metin (2000), games are task-based activities and have a purpose beyond the production of correct speech. It serves as excellent communicative activities. It is known that the aim of all language games is providing the students to practice using language. However, during game play the students also use the target language to persuade and negotiate their way to the desired result. Thus, this process involves the productive and receptive skills simultaneously.

Hadfield (1990: v) also mentions that a game is an activity with rules, a goal and an element of fun. Classifying games into categories can be difficult because categories often overlap. She explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences

between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type. Below is the list of games proposed by Hadfield (1990: iv).

- 1) Sorting, ordering or arranging games
- 2) Information gap games
- 3) Guessing games
- 4) Search games
- 5) Matching games
- 6) Labeling games
- 7) Exchanging games
- 8) Board games
- 9) Role play games

Another distinction among games is that between competitive games and cooperative ones. According to Jones (2005: 1), competition can create even the dulllest lesson exciting for both adults and children. However, motivating and fun activities can be time consuming for teachers to make. Thus, every teacher needs to know about the games that can be adapted to suit almost any review lesson. Daesri (2002: 2) also remarks that competition is very important because it can

stimulate and encourage students to participate in the activity since naturally they want to beat the other teams and be the winner.

Another definition of games is from Byrne in Daesri (2002: 1) in which he states that a game is a form of play governed by rules. It has to be enjoyable and fun. It is not just a diversion, a break from routine activities but a way of getting the learner to use language in the course of the game. It can also be said that a game needs to be an integrated part in the syllabus.

b. The Benefits of Using Games

Using games in language learning can give more practices for the students to use the target language. Based on an action research conducted by Huyen and Nga (2003), students said that they liked the stress-free atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the value of games, teachers in Huyen & Nga's (2003) reported that their students seemed to learn more quickly and retain the learned materials better in a comfortable environment. It can be concluded that games in the language classroom have some advantages. Lavery (2001: 92) mentions some of them such as the following.

- a.) Help to involve learners actively in the learning process.
- b.) Provide a challenge which encourages learners to stretch themselves (in order to win). Most games involve learners in reactivating the language they have studied and in trying to use it meaningfully.
- c.) Help learners to forget they are studying: they lose themselves in the fun of the game and the activity motivates them.

- d.) Encourage collaborative learning. Team games require pooling of knowledge; pair games require co-operation and turn-taking. Students can learn from one another. A good reader with a more proficient speaker can combine skills to make a winning team.
- e.) Provide variety of pace. Games can be short, long and can involve writing, speaking, listening or reading. They are excellent for motivating pupils whose attention is wandering, filling a dull Friday afternoon lesson, revising in a fun way, saving the day when the video machine breaks down or when the reading you want to do has gone down like a lead balloon.
- f.) Give extra practice without inducing boredom. Many games involve repetition of the same language over and over again. In normal circumstances this would feel artificial and be demotivating.

The benefits of games above are all essential to be known. Then to add the benefits of using games for language learning, Chen (2005: 1) sums them up in nine points. The following is the list stating that games:

- a.) are learner centered.
- b.) promote communicative competence.
- c.) create a meaningful context for language use.
- d.) increase learning motivation.
- e.) reduce learning anxiety.
- f.) integrate various linguistic skills.
- g.) encourage creative and spontaneous use of language.
- h.) construct a cooperative learning environment.

- i.) foster participatory attitudes of the students.

Moreover, Daesri (2002: 2-4) also describes the advantages of games as it listed below.

- a.) Games spur motivation and students get very absorbed in the competitive aspects of the games.
- b.) Games lower students' stress in the classroom.
- c.) Games can create an environment in which students learn without realizing that they are learning.
- d.) Games increase students' proficiency.

c. Steps of Teaching

Once the learners are familiar with group work, new games are normally introduced in the following way (Wright, Betteridge & Buckby, 2006: 4):

- a.) explanation by the teacher to the class
- b.) demonstration of parts of the game by the teacher and one or two learners
- c.) trial by a group in front of the class
- d.) any key language and/or instructions written on the board
- e.) first 'try out' of the game, by groups
- f.) key language, etc., removed from the board
- g.) the game continues.

Games can play a collection of roles in the language curriculum and be an integrated part of syllabus (Hadfield, 1990: v). Conventionally, games have been used in the language class as warm-ups at the beginning of class sessions, fill-ins when there is extra time near the end of class, or as an occasional bit of spice

stirred into the curriculum to add variety. All these are fine but games can also represent a more significant part of language courses (Uberman, 1998). In the Presentation-Practice-Production framework (Mauer, 1997), (in which language items are first *presented* for students to listen to and/or read, then *practiced* in a manner in which the language used is controlled, e.g., students read out a dialogue from the textbook in which the two characters compare study habits, and then *produced* by students in a less controlled manner, e.g., two students discuss their own study habits), the games can be either for practicing specific language items or skills or for more communicative language production. Similarly, games can also be used as a way to revise and recycle previously taught language (Uberman, 1998).

One who wants to use games as a learning aid needs to be concerned with how to use them. Hadfield (1990: v) suggests that games should be regarded as an integral part of the language syllabus, not an amusing activity for Friday afternoon or for the end of the term. Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure.

B. Conceptual Framework

Based on the review of literatures above, teaching English as foreign language (EFL) occurs in the formal educational institutions or schools in Indonesia. Thus, teaching English in the vocational high schools included in teaching EFL. The teaching and learning of English contains four basic skills of language, both the receptive and productive skill. However, the students of

vocational school mostly demanded to acquire the ability to communicate based on the daily life contexts particularly in the spoken language.

It has been mentioned that the students' speaking ability was still low. Based on the observation, there were some difficulties from the students to utter words, phrases or even clauses and sentences. Moreover, interviews with the English teacher also discussed the importance of speaking for the students. As a result, there is a need to improve the students' speaking ability.

Speaking is considered as a productive oral skill. Speaking is the active use of language to express meanings in order to make other people understand. In other words, speaking is done in communicative purposes. The transfer of information is the main aim.

To teach speaking means that the teacher has to be able to make the students use a language as a means of expressing values and judgements. There are some variables that need to be regarded when teaching speaking. Based on the previous parts of this chapter about teaching speaking, it can be said that it is essential for English teachers to pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a huge environment where communication takes place is required. By means of this aim, various speaking activities, such as mentioned previously can give a great deal of speaking practices to students in developing their speaking skills. Additionally, the teaching of speaking will need media as one of teaching components which have important roles in bringing success for language teaching. Media provides the teacher and

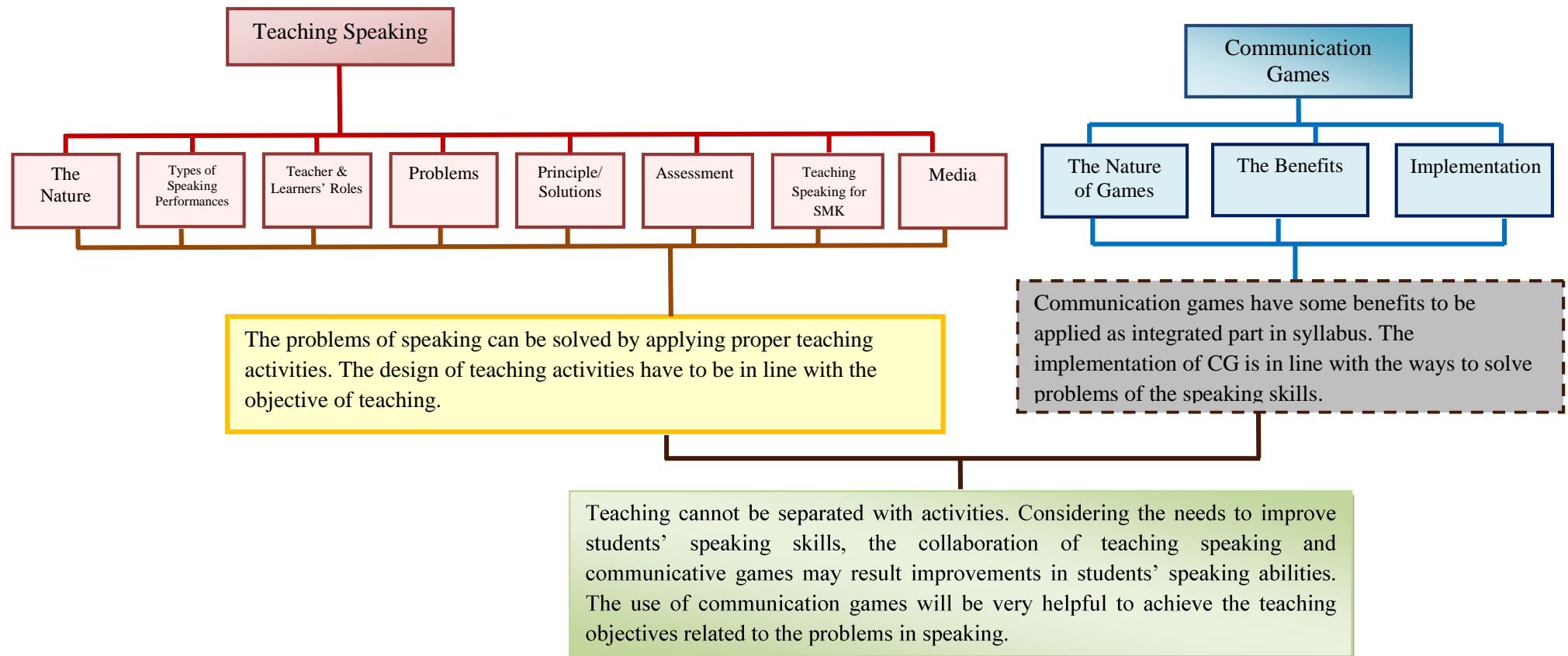
students a solution to deal with the gap between the teachers' explanations or ideas with the learners' understanding.

One of the speaking activities is communication games. The games are aimed at rousing communication among the students. As games are engaging, they serve roles to motivate and involve the students to actively join the learning process. An engaging activity will appear when there is competition. Through the competition, students will be attentive to the instructions and find the way to express themselves in order to achieve the goal that is being the winner. Games should be an integrated part of a syllabus, not an amusing activity for the end of a lesson. Moreover, the games implemented in the lesson have to be appropriate for the students. The teacher also needs to consider about why, when and how to use the game.

To regard the need of increasing the students' speaking ability, the researcher and the English teacher see that combining the learning of speaking and the use of communication games will give results at the improvement of students' speaking skills. The quantity of speaking practices will be increased and the students will get more speaking experiences. Furthermore, by integrating playing and learning the students exercise the learned linguistic knowledge in a great and meaningful context through communicative activities. As what has been stated, games encourage, entertain, teach, and promote fluency and communicative skills.

C. Conceptual Framework Diagram

Below is the diagram of conceptual framework for the literature review of this research.



CHAPTER III RESEARCH METHOD

A. Type of the Research

This research was an action research. It was intended to find and implement the actual actions to improve the students' speaking ability in XI Multimedia 4 study program of SMK Muhammadiyah 2 Klaten Utara through communication games in the academic year of 2012/ 2013. The final objective of the research was gained by the collaboration between the researcher and the English teacher. The general steps of the research were collecting the obstacles and weaknesses of English speaking teaching and learning process, identifying existing problems, planning actions, carrying out the actions, evaluating and reflecting the actions which were implemented.

B. Setting of the Research

This study was carried out in grade XI of Multimedia 4 study program in SMK Muhammadiyah 2 Klaten in the academic year of 2012/ 2013. This was held in the first semester. The school is located in Gergunung, Klaten Utara, Klaten, Central Java. It houses 29 classrooms, a library, a headmaster's room, a teachers' room, a language laboratory, a manual typing laboratory, four multimedia laboratories, a students' cooperation (KOPSIS), a mini bank, a mosque, a meeting room and two sport's fields.

There are four English teachers in this school. They have their own grades and divisions to teach. There are 27 students in each classroom. The class is dominated by female students. Their age is about 16-18 years old.

C. Subject and Object of the Research

This research involved the researcher, the English teacher, the school principal and the students of grade XI Multimedia 4 study program. The subjects of this research were the researcher, the English teacher and the principal, then the speaking skills were included as the object of the research.

D. Time of the Research

The research was conducted in the first semester of the academic year of 2012/ 2013. The action was conducted from September to October 2012. The researcher carried out the actions based on the school schedule particularly the schedule of English in XI Multimedia 4 study program. The classes were on Thursday and Friday. The table below presents the research schedule.

Table 4: **The Research Schedule**

Dates	Schedules
September 6 th , 2012	✓ Preliminary observation
September 17 th , 2012	✓ Interviews with the English teacher and the students
September 20 th , 2012	✓ First meeting of Cycle 1 ✓ Pre-test ✓ Interviews with the students
September 21 th , 2012	✓ Second meeting of Cycle 1 ✓ Interviews with the students
September 28 th , 2012	✓ Third meeting of Cycle 1 ✓ Interviews with the students
October 1 st , 2012	Interview with the students and the English teacher (reflecting the first cycle)
October 4 th , 2012	✓ First meeting of Cycle 2 ✓ Interviews with the students
October 12 th , 2012	✓ Second meeting of Cycle 2 ✓ Interviews with the students
October 19 th , 2012	✓ Third meeting of Cycle 2 ✓ Interviews with the students ✓ Post-test
October 30 th , 2012	Interview with the English teacher (reflecting the second cycle)

E. Instruments of the Research

In this research, the instruments used were observation checklist, interview guidelines, questionnaires, speaking rubrics, and camera. Thus, these were helpful to describe how the researcher would document what happened during the research. The table below presents the instruments of the research.

Table 5: **The Research Instruments**

No.	Instruments	Data
1.	Observation checklist	Field notes
2.	Interview guide	Interview transcripts
3.	Questionnaires	Questionnaire results
4.	Speaking rubrics	Pre-test and post-test
5.	Camera	Photographic data (pictures)

F. Data Collection

The data of the research are qualitative and quantitative ones. The qualitative data were in the form of opinions, obstacles, preferences and expectations of the research members. The data were collected by observing the English teaching and learning process in the classroom. The next step was to interview the students of grade XI of the class being studied (XI Multimedia 4 study program) and also the English teacher. Thus, the data gathered were written in the forms of field notes and interview transcripts.

The quantitative data were in the form of scores. They were pre-test and post-test. These were taken from the subject of the research, the students of grade XI Multimedia 4 study program. Then, the data were presented with the charts to show the progress of students' improvement in speaking.

G. Data Analysis

Based on data collection techniques above, there were two forms of data in this study. The qualitative data were obtained from questionnaires, observations and interviews with the teacher and students. Meanwhile, the quantitative data were obtained from tests, such as, pre-test, progress test, and post-test. They were gathered by the researcher and the teacher based on the students' performances and some criteria of fluency, pronunciation, accuracy and vocabulary in the speaking rubrics.

To analyze the data, the researcher started by doing reflection of the cycles of the study. This means that the data were analyzed qualitatively and continually since the implementation of the action began. As this research was a collaborative action research, therefore, to avoid subjectivity, the researcher involved the research members to give their perceptions, opinions and suggestions in analyzing the data.

The collected data, such as field notes and interview transcripts were beneficial. These were used by the researcher and the collaborator to discuss the reflections of the process of the actions. The field notes gave descriptions about the implementations of the actions. Meanwhile, the interview transcripts described the opinions and feelings from the students, the teacher and the researcher.

The discussions were held democratically in order to find out which actions were successful, which ones were not successful, and what might cause them. The reflection helped the researcher and her collaborator to re-plan the actions for the next cycle.

H. Data Validity and Reliability

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity (Anderson *et al.*, 1994 in Burns, 1999: 161-162). In this research, the democratic and dialogic validities were fulfilled by involving all the research members to give their perceptions, opinions, and suggestions about the implemented actions. The outcome validity was fulfilled by determining the results of the actions. They were the success of some actions and the unsuccessful ones which would raise questions for the next improvement. The process validity was done by a continuous observations and evaluations of each action implemented. And the last, the catalytic validity was seen from the changes of the students' behavior toward the English teaching and learning process and the teachers' perceptions about the teaching.

To get trustworthiness, the researcher used the data triangulation techniques. Denzin in Burns (2001: 96-97) suggests four types of triangulation. They are time triangulation, space triangulation, researcher triangulation, and theory triangulation. However, this research used time triangulation and theory triangulation. Time triangulation was used in which the data were collected at different points in time to identify the factors involved in the change processes. The theory triangulation was used in which the data were analyzed from more than one perspective.

Burns (2001: 97) says that triangulation has a number of advantages. It provides more balanced picture, helps explaining things that seems to contradict to each other and allows getting rounded perspectives from all the people

involved. Thus, in this research the data were gathered from several points of view. Those involved the students, the English teacher, and the researcher (Wragg, 2002: 113). The reliability of the data was gained by giving the genuine data, such as, the field notes, interview transcripts, photographic data, pre-test and post-test.

I. Procedures of the Research

According to Kemmis and Mc Taggart in Burns (2010: 7-8), an action research consists of four main steps in a cycle of research. The steps of this research were as follows.

1. Reconnaissance

In the reconnaissance step, the problems related to speaking skills were identified through observations and interviews. The researcher observed the classroom teaching and learning activities to identify the problems of field. Then, the researcher also interviewed the English teaches and the students to get more information about the students' speaking skills and some problems faced by the students and the teacher. A pre-test was also conducted to see the students' current proficiency of speaking skills.

2. Planning

The step of planning was aimed at finding the information or facts about the teaching learning processes in real daily situations. The information was obtained by holding discussions with the principal, the English teacher, the classroom teacher, interviewing some students, and showing the English teaching learning process in the classroom.

From the observations, discussions and interviews some problems related to the English teaching and learning process in general were found. In particular, the English speaking learning process in the grade XI needed to be improved. Therefore, the researcher and the collaborator planned some actions in the attempt of solving the existing problems.

Having finished identifying the existing problems, all the research members held a discussion to plan some actions to be implemented in the English teaching learning process. The action plans were as follows.

- a. Selecting materials based on the basic competency and the standard of competence for the first semester of grade XI

Since the focus of this action was to improve speaking skills, the materials were in the forms of dialogues both interpersonal and transactional. Then, the researcher designed a course grid to prepare the materials and activities.

- b. Selecting the PPP (Presentation, Practice, and Production) technique

The aim of this decision is to make the English teaching learning process be well-organized and run so that there were no boring learning activities. The selection of this technique was based on the discussion result between the researcher and the English teacher. In the presentation stage, the teacher presented the language functions by means of conversations. In the practice stage, the students practiced the provided conversations and did the exercises followed. In the production stage, the students performed the real-world task through communication games in order to develop fluency with the language function.

c. Determining the activities

The activities applied in the actions were related to speaking practices. One of them is games, particularly communication games to give students opportunities for practicing what they had learnt after joining the English learning. This was mainly to improve their speaking abilities.

d. Selecting media in the English teaching and learning process to get students' attention and to help them understand the topic being learnt

The media used in the actions were computer or laptop, loud speaker, board, cards for games, and pictures.

e. Designing lesson plans.

The lesson plans were designed as guidance in the teaching and learning processes. There were six lesson plans in the actions in which each lesson plan was prepared for every meeting.

f. Developing research instruments

Some research instruments, such as, speaking rubric, observation guide, interview guide, pre-test and post-test, were developed before conducting the research.

3. Actions and Observations

The plans of actions agreed by all the research members then were performed in the classroom. The actions were implemented until the second cycle, with three meetings for each cycle. It was agreed that the researcher would do the teaching and the English teacher would be the observer. The activities in each cycle were observed and recorded in the form of field notes and photographs. The

researcher observed systematically the results and effects of the actions and documenting the context, actions and opinions of those involved. In this phase, the researcher used data collection tools to collect information about what was happening. Based on the observation and the recorded data, the English teacher and the researcher discussed the implementation of the actions. Those were strengths, shortcomings, obstacles and possibilities to improve the actions. Additionally, the researcher would also interview the students of XI Multimedia 4 study program and the English teacher to gather opinions toward the actions. The results of the discussions and the students' and teacher's opinions served as the evaluation of the actions.

4. Reflection

At the end of every cycle, all members involved in the research held a discussion about the whole process of the actions. Each member contributed perceptions, ideas and suggestions that are important for the next cycle. Thus, the result of the reflection was used as a consideration for planning the actions in the next cycle. The actions considered to be successful were maintained in the next teaching learning processes. Meanwhile, the process considered to be unsuccessful were revised or modified to the suitable one.

The figure on the next page shows how the action research steps were applied.

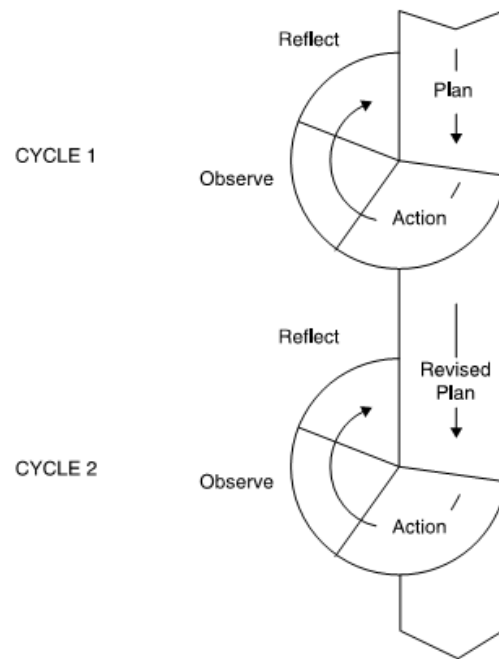


Figure 2. **Cyclical Model of Action Research by Kemmis and Mc Taggart**

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. The Sharpening of the Problems

The illustration of steps in action research suggested by Kemmis and McTaggart in Burns (2010: 9) is presented below to give clear understanding on the research process.

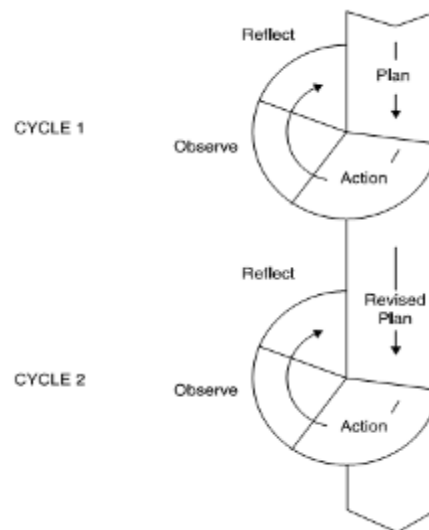


Figure 3. **Steps of Action Research**

It is essential to review the observation results discussed by the researcher and the collaborator in the first meeting as well as to have a look at the observation, pre-test results and questionnaires before the researcher goes further having a discussion about the problems occurring. The following are the facts of English teaching learning process in XI Multimedia 4 study program before the actions were conducted.

Observation in the English lesson of XI Multimedia 4 study program (September 6th, 2012)

The teacher entered the classroom by saying “*Assalamu’alaikum...*” The students directly responded, “*Wa’alaikumsalam, Bu...*” The teacher started the class with an opening in the form of greeting. She said, “Good morning, students...” and the students answered, “Good morning, Ma’am”. Some of them did not pay attention to the teacher at first. They still played with their mobile phone and notebook or laptop. The teacher continued her opening by asking about the students’ attendance. Before the lesson, the teacher asked the students to turn off their gadgets.

Coming to the next activities in the class, the teacher directly asked about the homework given in the previous meeting. The students had already done it. They discussed it for a while and went to the next activity. They did some exercises in the LKS. A few minutes after that, the teacher asked whether the students had finished doing the exercises or not. When the students finished, the teacher told them the correct the answer without asking them to give their answer first. In this case, the students did not get any chance to express their opinions. Mostly, they had just accepted what the teacher said. They did less asking questions while they had not understood anything yet.

The next activity was writing the sentence pattern of “too” and “enough”. The teacher dictated the students in Bahasa Indonesia to be written by each student in their own book. Then, she explained the theory that the students had just written down. The next activity is that they did some exercises related with what had been just explained while the teacher walked around to check the students’ work and they should write the answers in the blackboard next, one by one. Then, the students were asked to read aloud a text (title: magazines). Many mistakes and errors were made when they read. Indeed, there were some students who did not know how to pronounce certain words correctly, such as the word “question”. They still needed to improve their pronunciation of certain words, such as when pronouncing the word “although”, “through”, “abroad”, and “studied” in the text. In differentiating some words, the students also still could not practice the pronunciation well. They found it difficult to say “three and tree” and “think and thing” differently. However, the teacher directly corrected them. Moreover, the closing of the lesson was the task from the teacher to do some exercises on some pages of the LKS they frequently used.

In addition there were some students going to the toilet in turns. Then, most of the students did not bring dictionaries in the English lesson.

The note in the previous page is the description of the observation conducted on Thursday, 6 September 2012. The note was also a field note based on the observation result. According to the data in the observation and questionnaires, there were some problems during the process of teaching and learning of English in the XI Multimedia 4 study program. The problems identified are presented as follows.

Table 6: List of Existing Problems in the English Teaching Learning Process

No.	The Field Problems
1.	The students were not ready to learn.
2.	Some students paid less attention.
3.	Most students were passive.
4.	Most students were less confident to speak.
5.	Some students were afraid of making mistakes when speaking.
6.	Few students understood the teacher's explanation.
7.	The students felt that during the lesson they were not relaxed.
8.	The teacher focused on grammar.
9.	There were few speaking practices in the classroom.
10.	Javanese and Indonesian dominated the classroom interaction.
11.	The classroom activities were less varied.
12.	There was a minimum use of media for teaching.
13.	The language laboratory usage was less effective.
14.	The students felt difficult to express ideas orally.
15.	The teacher rarely asked the students to answer questions from some exercises done.
16.	It was difficult for the students to comprehend the texts.
17.	Some students often went out of the classroom for some different reasons.
18.	The LKS was dominantly used in the teaching and learning process.
19.	Few students brought dictionaries.

The next step after conducting observations was to hold interviews with the English teacher and some students of XI Multimedia 4 study program. Based

on the interviews, the teacher stated that it was difficult to teach speaking. There were more students that they tended to be silent rather than to ask their difficulties when the teacher asked them to speak. She also mentioned that there was a factor influencing the students' development in speaking. It was the students' confidence to speak.

The interview results with the students showed that they had opinions about speaking which made it difficult to learn. They mentioned that they were afraid of being asked to speak. They also found it difficult to pronounce some words of English. It was difficult for them to express ideas orally as well.

The short description about the interview results above indicates a similarity toward the reality occurring in the real classroom situation. Based on the observation of the English teaching and learning process, the researcher found that the learning process in SMK Muhammadiyah 2 Klaten Utara was monotonous. There were less varied activities in the classroom. There was also a little opportunity for the students to be actively involved in the learning process. They tended to be passive by listening to the teacher's explanations and writing the theories. There were no various media used by the teacher. In fact, to achieve the goals of the English teaching particularly the teaching of speaking skills, the teaching and learning process should be interactive, motivating, interesting and contextual. Additionally, various media needed to be applied to maintain the process of learning.

The questionnaires given to the students were in the form of closed-ended questions. This was done to obtain validated data of the field problems. The

results showed that most students found it difficult to speak in English (see Appendix). They mentioned that they did not have enough opportunities to practice speaking. They expected that the English teaching and learning would be more interesting. They wanted various, fun and enjoyable activities whether done indoors or outdoors.

The pre-test result revealed that the students' proficiency of speaking skills was still low. There were enough mistakes and errors done by the students when pronouncing certain words. It was also hard for them to speak fluently. This meant that it was necessary to make an improvement toward their English speaking skills.

Considering the problems of the field above, the researcher and the collaborator presented the formulation of the problems to solve and the main causes.

Table 7: Formulation of the Problems to Solve and the Main Causes

No.	The Field Problems	Code	Main Causes
1.	Some students paid less attention to the teacher.	S	The media and attractive activities were rarely applied in the English classroom. The students were lazy to bring dictionaries and most of them did not have ones. The teacher gave less encouragement for the students to speak up since the speaking practices were rarely given.
2.	Few students brought dictionaries.	S	
3.	The students felt that during the lesson they were not relaxed.	S	
4.	Most students were not confident to speak.	S	
5.	Some students were afraid of making mistakes when speaking.	S	
6.	The students felt difficult to express idea orally.	S	

No.	The Field Problems	Code	Causes
7.	Few students understood the teacher's explanation.	S	The teacher focused more on teaching grammar or language use because she believed that it was the most difficult aspect to be comprehended by the students.
8.	There were few speaking practices in the classroom.	A	
9.	Most students were passive.	S	
10.	There was a minimal use of media for teaching.	M	The teacher mostly used LKS or wrote on the board when explaining materials.
11.	The classroom activities were less varied.	A	
12.	Javanese and Indonesian dominated in the classroom interaction.	S	The students lacked vocabulary in the target language

S: Students T: Teacher A: Activity M: Media

The table above could help the researcher and the collaborator to recognize the obstacles and weaknesses related to the field problems found.

B. The Implementation of the Actions

The action of this research was held up to the second cycle. Every cycle consisted of the same steps. They were planning, action and observation and reflection of the cycle. Below is the description of the action in both Cycle 1 and Cycle 2.

1. Cycle 1

a. Planning of Cycle 1

The researcher determined the kinds of communication games which would be applied in the first cycle as the preparation in the planning session. The next step was to prepare and design the materials as they were used for the lesson plan. The games used were put into the production session of each meeting. The researcher then designed assessment instruments, such as, assessment rubric,

assessment criteria and rating scales for speaking. Furthermore, the lesson plans were consulted with the collaborator by reviewing the suitability toward the syllabus currently used.

To design pre-test, the researcher decided to have students' performance of oral skill. Performing a dialogue or conversation in pairs would be the best activity to measure the students' current speaking proficiency. The students were required to perform their own dialogue in front of the others after having practices with their partners. The researcher and the collaborator recorded their performances by using rating scales.

It has been mentioned previously that the students' main problem of English learning was to speak. The students were completely not confident when they were asked to utter or express words, phrases, clauses or even sentences when the teaching learning process occurred. Therefore, it was necessary to implement some actions to solve the problems. In this part, the descriptions of the action plans were started by the main action followed by the complementary actions. The first cycle of the action research was planned as follows.

1.) Applying Communication Games to be Performed by the Students

Communication games had the main aim to create a real-like communication practices. The implementation of the games was expected to improve the students' speaking skills. It could be a delightful result that the games might firstly increase the students' enthusiasm, self-confidence and involvement in the teaching and learning processes. The games would be able to provide

speaking practices for the students in a fun and less stressful way. The researcher planned that there would be two games applied in this cycle.

2.) Using Classroom English Effectively

During the action, the researcher acted as the teacher in the English teaching and learning processes. The discussion result with the collaborator and the researcher was to use classroom English effectively. The aims were to make the students acquainted with some general English terms, build up opportunities of speaking for the students and provide more speaking practices. The researcher planned to use English in several language functions. They were applied in greeting to start lessons, giving instructions of the tasks or activities, giving comments or feedbacks of the students' performances, asking questions, stating compliments and closing the lessons. To explain the materials taught, the researcher sometimes used code-switching because in the interview session with the students and the questionnaire result, they mentioned that it was difficult to understand explanations in English. Thus, along with this first cycle, the researcher would make use of translation for some difficult terms.

3.) Giving Handout for every Meeting as a Guideline

In every meeting, the researcher planned to give a handout to each pair of students. With the use of handout as a guideline, it was expected that the students would learn with less difficulty. The handout contents included the tasks for activities of each meeting in the teaching and learning processes.

4.) Using Electronic Media to Support the Teaching and Learning Activity

The use of electronic media in the teaching and learning processes could increase the students' attention toward the materials taught and the activities done. According to the observation, the interview and the questionnaires, the students claimed that the teacher rarely used the media in the classroom and the assistance of media could help them engage in learning. In this cycle, the electronic media, such as computer or laptop and loudspeaker could be functioned in listening practices.

5.) Asking Students to Work in Small and Large Group

It was planned that the implementation of games would be in a large and small group. The first game could be played in a large group and the second one could be played in a small group. Other tasks done before the games were also in the form of grouping. Some other researches mentioned that small group activities could increase students' speaking abilities and large or big group activities could increase students' self-confidence. Considering the advantages of grouping activities, the researcher emphasized the activities more on the improvement of speaking practices for the students.

6.) Giving Feedback for the Students' Performance

Feedback for students was given after their performance. The researcher planned to have feedback from herself and other students who did not perform. The feedback was in the form of oral or written statements. During the students' performance, the researcher recorded errors and mistakes. After the performance,

the feedback was delivered in a way of giving examples for the right ones, in order to make them realize the errors and mistakes they made.

7.) Asking Students to Install Electronic Dictionaries

Based on the formulation of the problems and the possible causes provided in the previous part, there were few students bringing dictionaries, because they thought that it was not useful in the classroom. Consequently, they became lazy to bring the manual dictionaries in the English teaching and learning activities. In this cycle, the researcher offered them a new way of having a dictionary that was having an Electronic dictionary in their own gadgets. Indeed, most students had had a computer or laptop because they were in Multimedia study program. It would be easier for them to have an electronic dictionary to be installed for the purpose of experiencing and obtaining the benefits. It was expected that they could get advantages of having electronic dictionaries to learn English.

Those activities were applied in this cycle with the aims at the students' changes of:

- 1.) recognizing general English expressions
- 2.) improving vocabulary mastery
- 3.) raising learning awareness
- 4.) building self-confidence up
- 5.) increasing motivation
- 6.) improving the speaking ability
- 7.) experiencing a new technology

In sum, the action plans could solve the field problems. The table below shows the action plans and the field problems to solve in the Cycle 1.

Table 8: The Action Plans and the Field Problem to Solve

No.	The Action Plans	The Field Problem to Solve
1.	Applying communication games to be performed by the students	1. The students felt that during the lesson they were not relaxed. 2. Most students were not confident to speak. 3. The students felt difficult to express idea orally. 4. Few students understood the teacher's explanation. 5. There were few speaking practices in the classroom. 6. Most students were passive. 7. The classroom activities were less varied.
2.	Using classroom English effectively	1. Some students paid less attention to the teacher. 2. Most students were not confident to speak. 3. The students felt difficult to express idea orally. 4. There were few speaking practices in the classroom. 5. Javanese and Indonesian dominated in the classroom interaction.
3.	Giving handouts for every meeting as guidelines	1. Some students paid less attention to the teacher. 2. Few students understood the teacher's explanation.
4.	Using electronic media to support the teaching and learning activity	1. The students felt that during the lesson they were not relaxed. 2. There was a minimal use of media for teaching. 3. The classroom activities were less varied.
5.	Asking students to work in small and large group	1. The students felt that during the lesson they were not relaxed. 2. Most students were not confident to speak. 3. Some students were afraid of making mistakes when speaking.
6.	Giving feedback for the students' performance	1. Some students were afraid of making mistakes when speaking. 2. The classroom activities were less varied.
7.	Asking students to install electronic dictionaries	1. Few students brought dictionaries.

b. Action and Observation of Cycle 1

The actions on the first cycle were implemented on September 20th, 21st and 28th 2012. The first meeting of this cycle was conducted on Thursday, September 20th without applying communication games but holding a pre-test. This was done in order to identify the students' current speaking ability before the actions. The second and the third meetings were the implementations of the actions and they were conducted on Friday, September 21st and 28th. The communication games used in this cycle were two games. They were "Twenty Questions" game for the second meeting and "Truth or Lie?" game for the third meeting. The language function of the first cycle was about the expressions of asking for and giving information. There was a theme for each meeting. They included *New Schedule* for the first meeting, *Getting to Know You* for the second and *Spending Free Time* for the third. The specifications of each communication game are presented below.

Table 9: The Specifications of Games Used in the First Cycle

FEATURES OF THE GAMES	TWENTY QUESTIONS	TRUTH OR LIE?
<i>purpose</i>	<i>To get information from others</i>	<i>To ask for information to reveal a truth</i>
<i>space to play</i>	<i>Large space</i>	<i>Small space</i>
<i>time allocation</i>	<i>40 minutes</i>	<i>40 minutes</i>
<i>number of students</i>	<i>10-13 students</i>	<i>A group of three (7 groups)</i>
<i>age of students</i>	<i>Adult</i>	<i>Adult</i>
<i>game type</i>	<i>Guessing game</i>	<i>Guessing game</i>
<i>properties</i>	<i>Guessing cards and information cards</i>	<i>Lists of questions for each group</i>
<i>necessary rewards</i>	<i>Oral compliments, hands-clap</i>	<i>Oral compliments, hands-clap</i>
<i>relevancy</i>	<i>Enabling students to practice the expressions of asking for information</i>	<i>Enabling students to practice the expressions of asking for and giving information</i>
<i>source</i>	<i>Newly adapted</i>	<i>Newly adapted</i>

It was needed to hold a pre-test before the actions were conducted to know the students' current proficiency. As the plans illustrated in the previous part, the pre-test was held in the form of conversation. The students were asked to perform a dialogue in pairs. They could freely choose their pairs. Their performances then were assessed through the use of speaking rating scales provided by the researcher, after it had gotten an agreement from the teacher as the collaborator. The components being assessed included fluency, pronunciation and intonation, accuracy, vocabulary, voice projection, non-verbal language and objects of the task. Fluency, accuracy, vocabulary, pronunciation and intonation had their own assessment criteria, while voice projection, non-verbal language and the object of the task were assessed based on the researcher and collaborator's scoring based on the performances of the students.

The assessments were taken while the students were performing dialogues. By using the same speaking assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria, the researcher and the collaborator evaluated the students' performances. In the purpose of having an accurate assessment, the rating scales were completed during the students' performance. After the pre-test was conducted, the efforts which were acted in this cycle were described.

During the actions, the researcher acted as the teacher and in the first meeting the collaborator or the teacher took a seat behind to help assess the students' performances in pre-test. The data in this cycle were collected through

observations, interviews and photographs. The following are the more complete descriptions of each plan.

Following is the chart of students' speaking performance score on the pre-test. The chart below shows the students' current speaking proficiency level.

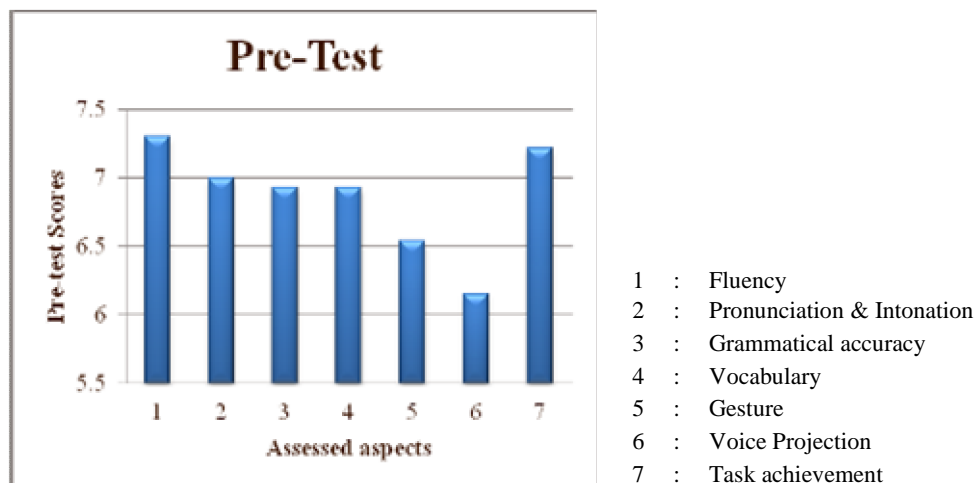


Figure 4. Students' Speaking Performance Score on Pre-test

1.) Applying Communication Games to be Performed by the Students

As it had been planned, the implementation of communication games in this cycle covered two games. The first game played was twenty questions. It was conducted in the second meeting of this cycle. The field note below might illustrate the students' behavior during the game.

R memulai game dengan memberikan sedikit penjelasan bahwa permainan yang tadi dilakukan diawal biasa disebut Twenty Questions Game. R kemudian menjelaskan peraturan Twenty Questions Game yang akan dimainkan pada sesi kali ini karena akan sedikit berbeda dengan permainan sesi awal. Ss dengan mudah memahami peraturan tersebut. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. R kemudian membagi kelas menjadi 4 (empat) kelompok dan membagikan Cards yang berbeda untuk masing-masing kelompok. Game dimulai 25 menit sebelum jam berakhir. Ss melakukan permainan

tersebut dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas.

(R started the game by explaining that the previous game they had played was commonly called Twenty Questions game. R explained the game rules that would be played in this session because it would be a little bit different. Ss easily understood the rules. Before the game was played, R gave a simulation. Starting the game, R divided the whole class into four groups and gave different cards for each group. Game was started 25 minutes before the class was over. Ss did the game easily because the rule has been explained well.)

(Appendix C: Field note 8, taken on September 21st, 2012.)

To introduce the game, the researcher asked whether they had ever seen a television program named “*Eat Bullaga*”. Most of them had known the program. Consequently, the researcher did not need to explain the rules of the game to them. Played in the production session, it had a purpose to practice the language function taught in the previous and today’s meeting. It was about the expressions of asking for and giving information. Most students actively asked questions to get information. However, few of them made mistakes in the pronunciation and intonation. Another problem was about the time allocation to play the game. Because there were still some minutes left, the researcher decided to give extra speaking practices for the students to play the game. The interview transcript below can describe the situation.

- P : *Kalo game yang kita lakukan tadi gimana?*
(How about the game we’ve just played today?)
- S1 : *Hmm.. lumayan asyik, Miss. Kita bisa praktek ngomong pake bahasa Inggris. Terus, ngomongnya tu nggak yang ribet gitu.*
(Hmm... It’s fun. We can practice speaking English. The expressions to play the game were simple enough.)
- P : *Iya, nggak terlalu sulit kan?! Yang lain?*
(That’s right. It’s easy and simple, wasn’t it? How about you?)

- S3 : *Bener, Mbak. Gamenya asyik. Tadi temen-temen juga banyak yang menikmati game. Apalagi pas aku ngasih pertanyaan untuk nebak kata yang mereka pikirkan. Wah, semangat banget kalo ngerjain temennya. Hehe...*
(Yes, it's really fun, Miss. My friends also enjoyed the game. Moreover, when I gave questions to them for guessing the word they wanted, they seemed very enthusiastic to treat me in such a condition. Hehe...)
- P : *Ya, kan mungkin itu karena mereka merasa senang dan percaya diri. Yo, lanjut...*
(Probably, they felt joyful and confident. Ok, next...)
- S2 : *Aturan di game tadi ga rumit. Soalnya kita juga pernah liat acara TV yang seperti game tadi. Jadi gampang deh... asyik lagi.*
(The game's rule was quite simple. We have also seen a TV program that shows the similar way to play the game. It becomes easy and fun.)
- S4 : *Iya, belajar pake game memang capek. Tapi game ini beda. Kita ga lari-lari ataupun pindah-pindah tempat. Kita main kata. Ya kita rasa, game ini nyenengin dan bikin tambah semangat juga, Miss. Tapi sayang tadi waktunya kurang. Jadi kurang puas juga deh... Hehe...*
(It's really tiring to play a game but this was different. We don't need to move around or even run. We've just played word game. Yeah, we felt that the game's fun and makes us more enthusiastic about learning, Miss. However, the time was limited. We are a little bit disappointed about the time. Hehe...)

(Appendix D: Interview transcript 5, taken on September 21st, 2012.)

In the third meeting of this cycle, the researcher applied “truth or lie?” game. In this session, some students were asked to directly practice the game based on the rules explained. The other students seemed to effortlessly understand on how to play the game. However, some of them who had not understood yet, asked the researcher to repeat explaining game rules. Before the game started, the researcher also confirmed the students about the expressions that should be used in order to make the game run well. In this game session, the researcher noted that the plan worked.

Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. Beberapa Ss yang masih kurang paham bertanya kepada R untuk memperjelas aturan permainan. R memberikan tambahan penjelasan mengenai peraturan game dan ungkapan-ungkapan apa saja yang dapat digunakan dalam game.

(Before the game started, R gave a simulation. Some Ss who were still confused requested R to provide more understandable game rule. R gave extra illustrations about the game rules and expressions which might be used in the game.)

(Appendix C: Field note 9, taken on September 28th, 2012.)

Through the observation during the action, the implementation of both games in this cycle was successful since the students got experiences to speak by using the target language in certain language function required. The students also appeared to be more engage in learning without less worried about mistakes they made. Based on the observation, their self-confidence as well increased. The interview transcript below describes the situation.

S2 : Kita jadi lumayan pe-de ngomong pake bahasa Inggris. Nggak khawatir salah-salah juga. Tadi pas dapet giliran tanya, aku liat temen-temen bisa ngomong pake bahasa Inggris cukup lancar. Yo, emang kayane masih banyak klirunya, sih... Hehe... Emh, dan lagi kita jadi tau gimana ngetes orang yang bilang sesuatu nggak jujur. Tinggal kita tanya aja detil, kalo jujur pasti njawabnya lancar. Beneran tambah pengalaman deh pokoknya, Mbak...

(We were confident to speak English. We also didn't worry about mistakes. While I got a chance to ask, I saw my friends could speak English fluently. Indeed, many mistakes we made during speaking. Hehe... Emh, moreover, we could know how to test people's honesty. We just need to ask them in details. If they gave a smooth and logic answer, they were truthful. This really gave us experiences more, Miss...)

(Appendix D: Interview transcript 6, taken on September 28th, 2012.)

2.) Using Classroom English Effectively

As it had been planned, the use of classroom English was successfully done. The researcher implemented the actions based on what had been designed before. The classroom English were used to make the students familiar with some English terms. Greetings in the opening of each meeting, such as, “Good morning, Students...” or “Good afternoon...”. Then, the students spontaneously replied with the same greeting. Later, the researcher asked for the students’ condition by uttering “How are you today?”, “How do you do?” or “How’s life?”. As expected, when the expression “How’s life?” was uttered, the students had not known yet how they should respond. Therefore, the researcher told them what it was. Then, the students had just understood how to respond to the greeting “I’m fine. Thank you”. It is illustrated in the field note below.

R membuka kegiatan dengan mengucapkan “Good Morning, Students”. Ss menjawab dengan ungkapan “Good Morning, Miss”. R melanjutkan “How’s life?” dan beberapa Ss merespon dengan menunjukkan raut muka kurang paham terhadap ungkapan tersebut dengan ucapan spontan “Hah...?”. Mereka nampak belum terbiasa mendengar ungkapan salam seperti itu. R secara singkat menjelaskan beberapa contoh ungkapan yang dapat digunakan untuk greeting dan salah satunya adalah ungkapan yang baru saja digunakan tadi. Ss saling melihat teman dan merespon dengan ungkapan “I’m fine. Thank you. And you?”

(R opened the lesson by saying “Good Morning, Students”. Ss answered “Good Morning, Miss”. R continued by asking “How’s life?” and some students responded “Hah...?” with their facial expression showing unfamiliarity to the expression. They seemed to be not used to hearing the greeting. Then, R shortly explained some more examples used for greeting and one of them is the expression that R had just uttered. Ss looked at each other and continued responding to previous greeting from R ““I’m fine. Thank you. And you?”)

(Appendix C: Field Note 9, taken on September 28th, 2012.)

The use of classroom English was aimed at making the students familiar with the English terms, so that they did not find difficulties and feel stressful in learning English. The students' responses toward what the researcher asked indicated that they could understand the expressions and give appropriate answers. As a result, it was found that the use of classroom English could effectively make the students familiar with the English expressions, enthusiastic in learning, involved in the classroom interaction and confident to speak. Indeed, the students could as well improve their vocabulary mastery during the teaching and learning process. It is indicated in the following interview transcript.

P : *Na, tanggapan kalian terhadap pembelajaran hari ini bagaimana?*

(So, what is your opinion about today's learning?)

S2 : *Tambah seru, sebenere kalo setiap hari pelajaran dibiasain pake bahasa Inggris, jadi lama-kelamaan paham apa yang diomongin. Kita jadi tau juga kata-kata yang dipake sehari-hari. Jadi tambah pengalaman lah, Mbak pokoknya. Hehe...*

(It's more fun. Actually if English was used for every lesson, we would understand the expressions as the time went on. We can recognize the expressions used in the daily life. We have more experiences.)

S4 : *Iya, kita jadi akrab (pada ungkapan yang digunakan) gitu, Mbak...*

(Ya... we are more familiar (with the expressions used.)

(Appendix D: Interview transcript 5, taken on September 21st, 2012.)

3.) Giving Handouts in Every Meeting as Guidelines

The use of handouts in every meeting could help students to understand the explanation. As a guideline, the handout gave a concept to learn. Hence, from the beginning of the lesson the students might be aware of what they would learn.

The researcher did the action to provide the handout for each pair of students. It can be inferred from the notes below.

R membagikan handout pada Ss tentang 'Getting to Know You'. Setiap pasang siswa yang duduk satu bangku mendapatkan satu handout. Setelah itu, R meminta Ss untuk membaca dialog pada Task 1 secara sekilas dan memberikan pernyataan benar atau salah pada beberapa kalimat terkait dialog secara lisan. Beberapa Ss yang menjawab pertanyaan tersebut dengan mudah menunjukkan kalimat pendukungnya. Beberapa Ss yang lain hanya diam saat mereka tidak tahu. R kemudian meminta Ss untuk menirukan beberapa expressions untuk menanyakan informasi dan responnya. R juga meminta siswa untuk memperhatikan penggunaan Question Tags dalam dialog tersebut.

(R gave handouts to the students about Getting to Know You. A sheet of handout was for each pair. Then, R asked Ss to read the dialogue in Task 1 at a glance and give true or false statements orally for some sentences related to the dialogue. Some Ss who could state undoubtedly showed the evidence on the handout. Few other Ss had just been silent when they did not understand. Furthermore, R asked Ss to repeat after her for some expressions of asking for information and the responses. R also asked Ss to notice the use of question tags in the dialogue.)

(Appendix C: Field note 8, taken on September 21st, 2012.)

In addition, the students were attracted to look at the handout and carefully listen to the researcher's instruction and explanation. The handout made them easily recognize what the researcher instructed and explained. The interview transcript below can verify the statement.

S4 : *Emh... aku tadi pas bikin dialog agak gampang. Aku tadi liat di kertas yang dikasih sama mbak ada contoh percakapan yang bisa tak pake beberapa kalimat. Pas njelasin sebentar tadi juga kebantu memahaminya karena bisa liat tulisannya gimana. Jadi kita nggak perlu banyak nulis, Miss...*

(Emh... when I made the dialogue, it was somewhat easy. I saw an example of a conversation in the handout which you gave where I could take some expressions from there. Even when you gave a brief explanation, the handout could help me to understand because I could see the

written expressions. So, we don't need to write much, Miss...)

P : *Ya... emang bener. Itu contoh percakapan yang ada di handout sengaja saya sediakan untuk membantu kalian mengenali ungkapan-ungkapan yang bakal digunakan untuk pre-test nantinya.*

(Ya... that's right. The example of conversation in the handout is purposely provided to help you recognize the expressions that will be used for pre-test later on.)

(Appendix D: Interview transcript 4, taken on September 20th, 2012.)

4.) Using Electronic Media to Support the Teaching and Learning Activity

The implementation of electronic media in this cycle of the action was merely for listening activities. The researcher used a computer or laptop and loudspeakers to play the audio recordings related to the material taught. Through the media use, the students were more engaged in learning. They paid more attention toward the recording while they listened. In the action, there were some students who asked to play the recording more than once. They learnt about how to pronounce some expressions of language function taught and the intonation. In this way, the utilization of media was to present input for the students. It can be seen in the interview transcript below.

P : *Trus kalo yang lain? Kan tadi kita juga ndengerin rekaman, tuh... gimana menurut kalian? Membantu nggak?*

(Then, how about the others? we have listened to a recording. What is your opinion? Did it help you to learn?

S2 : *Ga tegang, Mbak... Biasanya kalo sama Bu Ulfah spaneng. Iya, materi hari ini gampang dimengerti. Terus, pas muter audio tadi kita bisa denger contoh pengucapan. Asyik kegiatan kayak gitu tadi. Kita jadi terbantu untuk belajar cara mengucapkan kata-kata bahasa Inggris dan tau intonasinya seperti yang udah dijelasin sama Mbak Ayu sebelumnya.*

(It's less stressful, Miss. It is usually very tense to learn with Mrs. Ulfah. Yes, the materials for today are easy to

understand. Then, the audio materials can help us to listen to the pronunciation. It's really fun. We are very assisted to learn about how to pronounce English words and recognize the intonations just like what Miss Ayu has explained before.)

(Appendix D: Interview transcript 5, taken on September 21st, 2012.)

5.) Asking Students to Work in Small and Large Group

In every meeting, the researcher always asked the students to work in pairs, small groups or large groups. Those pairing or grouping activities were aimed at experiencing them to communicate with others. In pair work and small group activities, the students got an improvement on their speaking ability, because each student had more chances to speak in English. Furthermore, in pair work and small group activities the researcher could also monitor the students' performances and their improvements. The note below can infer the situation of small group activity in this action.

R selanjutnya meminta perwakilan dari setiap pasangan siswa yang duduk sebangku untuk memilih salah satu gambar tentang free time and entertainment untuk dijadikan bahan pembahasan dalam membuat conversation pendek pada Task 3. Beberapa pasang Ss diminta praktek di depan kelas.

(R then asked a student in each pair to sit in the same desk to choose one of pictures about free time and entertainment as a discussion topic for the short conversation in Task 3. Some pairs of them were asked to perform in front of the others.)

(Appendix C: Field note 9, taken on September 28th, 2012.)

Large or big group activities were used in the second meeting whilst the twenty questions games were being played. In the game, the whole class was divided into two groups. Each group was split into two roles. In the processes of the game, the students were more confident in asking questions and answering

questions in order to maintain the game objectives. The will to be a winner also encouraged them to play the game.

R kemudian membagi kelas menjadi 4 (empat) kelompok dan membagikan Cards yang berbeda untuk masing-masing kelompok. Setiap kelompok mendapatkan satu kartu. Dalam kegiatan ini, siswa nampak lebih percaya diri untuk bertanya dan menjawab.

(R divided the whole class into four groups and gave different cards for each group. One group got one card. In this activity, the students seemed to be more confident to ask and give answers.)

(Appendix C: Field note 8, taken on September 21st, 2012.)

From the interview, the researcher also noted that students' self-confidence increased because they wanted to be the winner and they did the game without any worry about the mistakes they made.

P : *Terus, satu lagi ya... tadi pas diminta kerja secara berkelompok itu bagaimana?*

(then, one more question. How did you feel when you were asked to work in groups?)

S4 : *Seneng, Miss... kalo mau nanya sama njawab bisa lebih enjoy. Soalnya nggak cuma sendirian dan nggak takut keliru juga. Kalo sendiri kan, lama mikirnya dan juga nggak pe-de mau ngomong. Hehe...*

(We're happy, Miss. We could enjoy asking and answering questions. We didn't work alone and we weren't afraid of making mistakes. If I worked alone, I could not be confident and needed more time to think about what I would say. Hehe...)

S1 : *Meski jatah bicara kita sedikit, kita semua tetep dapet giliran buat nanya dan njawab tanpa khawatir. Serasa apa yang kita lakukan bersama itu lebih gampang aja, Mbak... Emh, soalnya kita juga pengen menang, jadinya ya kayak gini usaha kita...*

(Even our chance to speak was short, we could get a chance to ask and answer without any worries. It seems that everything done together will be easier, Miss... Emh, moreover we also wanted to be the winner of the game, so that we did such these efforts...)

(Appendix D: Interview transcript 5, taken on September 21st, 2012.)

6.) Giving Feedback for the Students' Performance

In all the meetings of this cycle, the researcher gave feedbacks to the students' performances. The feedbacks were not merely related to the pronunciation mistakes but they were also about the students' self-confidence, eye contacts, gestures, and other aspects of speaking performances. However, the most emphasized aspect of speaking to be acquired was fluency. Thus, some errors and mistakes were tolerated and seen as natural situation of the development of communication skill. After giving feedback, the researcher asked the students to raise questions about something they still did not comprehend. At first, they felt a little shy to ask questions because they were still influenced by the learning atmosphere in their previous usual English lesson. The question and answer session brought a good atmosphere to classroom interaction between the students and the researcher. The following short note describes the students' and the researcher's interaction whilst giving feedback for the performances.

R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. Pada kegiatan sebelumnya, R sudah mencatat beberapa hal yang perlu disampaikan untuk pemberian feedback pada Ss. Sebagian besar catatan adalah tentang performance Ss selama kegiatan. Setelah catatan tersebut disampaikan, R memberikan kesempatan bagi siswa untuk bertanya atau menambahkan refleksi. Beberapa Ss mengatakan bahwa kegiatan hari ini tidak membosankan. Mereka merasa semangat mengikuti pelajaran.

(R and Ss did reflection toward activities for the day. In the previous sessions of the meeting, R had written some notes to be presented as feedback for students' performances. After the notes delivered, R gave the chance to the Ss to ask or add reflections. Some Ss said that the activity for today was not boring. They felt enthusiastic to join the learning.)

(Appendix C: Field note 8, taken on September 21st, 2012.)

7.) Asking Students to Install Electronic Dictionaries

It was realized that few students brought dictionaries. The researcher decided to give them an electronic dictionary to be installed in their own computer or laptop. As they were in Multimedia study program, most of them had computers or laptops. Some students who brought laptops in the teaching and learning process then made use of the dictionary. It could be used to check the spelling, pronunciation and meaning of certain word. The following note can illustrate the situation.

Pada akhir kegiatan di Task 3, R memberikan contoh pengucapan yang benar menggunakan Electronic Dictionary dan Ss diminta untuk menirukan cara pengucapan tersebut.

(In the end of the activities in Task 3, R gave examples of proper pronunciation by the utilization of Electronic Dictionary and asked Ss to repeat the pronunciation.)

(Appendix C: Field note 8, taken on September 21st, 2012.)

They could easily work with the new dictionary they had just installed. There was no serious problem on how to operate the dictionary. The interview result with some students illustrated how pleased they are in working with the dictionary.

P : *Gampang kan pakenya? Membantu nggak tadi?*

(It's not difficult to be used, was it? Did it help you?)

S3 : *Lumayan, Mbak... kita tinggal ketik kata yang mau dicek cara ngucapinnya sama artinya, ntar langsung ketemu tanpa sambungan internet. Lebih gampang daripada pake kamus manual yang harus repot-repot buka-buka. Hehe...*

(That's not bad, Miss... We've just typed the word whose pronunciation and meaning wanted to check. It directly appeared without any connection to internet. It's easier than manual dictionaries in which we needed to find by ourselves. Hehe...)

- S1 : *Iyo... tapi ntar yen mati laptopnya kita juga kesulitan.*
(Yeah, but if the computer was off, we would find trouble...)
- S2 : *Iya, apalagi yen nganti mati lampu... Wa... berabe.*
(Yap... Moreover, it would be more complicated while the electricity was off. Wa...)
- P : *Memang sesuatu itu ada positif dan negatifnya og...*
(Certainly, everything has positive and negative affects.)
- S4 : *Iya, Mbak.... Tapi tadi nyenengin aja kalo mau ngomong nggak tau cara ngucapinnya tinggal cek sendiri di kamus. Bisa dipake buat belajar sendiri di rumah juga.*
(Yes, it is. However, it was fun, if we didn't know how to pronounce the words, we could simply check them by ourselves in the dictionary. It can also be used for self-learning at home.)

(Appendix D: Interview transcript 5, taken on September 21st, 2012.)

c. Reflection of Cycle 1

As the plans had been implemented in the action of the first cycle, the researcher and the teacher held a discussion in order to reflect the actions based on the observations and interviews. It was the action step to fulfill the democratic and dialogic validities, since it had been mentioned in Chapter III. The reflections were functioned as the evaluation of the first cycle. Then, it would be used for planning the next actions of the next cycle. The following are the results of the actions in the first cycle.

1.) Applying Communication Games to be Performed by the Students

The only problem for the implementation of communication games in the action of this cycle was that some students violated the rules of the games. The students tended to look at others' cards, so that they did not speak efficiently during the game. However, they had practiced dialogues in the presentation and

production sessions quite well. It could help the students to be able to play the game after they mastered how to use the expressions appropriately.

After all the tasks in the handout were completed, the researcher started the game. Nevertheless, when the game started, the time allocation was too short. It particularly happened in the second game: truth or lie game. The researcher needed extra time to finish the game of the third meeting. Fortunately, it was the last hours of the schedule and the researcher did not need to ask for permission to the teacher when she needed to have extra time. Moreover, some students once asked about the prize which would be awarded if they won the game. Somehow, it could be considered in addition to the reward in the form of praising and giving applauses.

2.) Using Classroom English Effectively

The use of classroom English was closely effective to improve the students' speaking practices. Most students became more confident to speak and they were not afraid of making mistakes. However, few students still could not enjoy the classroom english because they felt that they were not able to pronounce certain words correctly. Sometimes, the students found it difficult to understand instructions from the researcher if it was only mentioned once. They also criticized that the speed of speech from the researcher was too fast. Realizing the situation, the researcher would grant a better performance in the next cycle.

3.) Giving Handouts for Every Meeting as Guidelines

The use of handout really helped the students to follow the teaching and learning process. It helped them to overcome the field problem related to their

readiness to join the lesson. Indeed, the handouts also gave benefits for them. Firstly, the students experienced that the activities were clear because there was a guideline. Secondly, they did not need to take many notes. Thirdly, they had something to read as the form of visual printed media.

4.) Using Electronic Media to Support the Teaching and Learning Activity

The use of electronic media in the action of this cycle could attract the students' attention. When the recording was played, they were silent and listened quietly. However, a technical problem appeared when the researcher prepared the loudspeaker and the laptop. It needed some few moments to check the trouble. It was about the connection between the loudspeaker and the laptop. The researcher then borrowed a laptop from one of students and finally it could be used properly. At the end of the meeting, the researcher asked for the additional time in order to finish the activities for that day.

5.) Asking Students to Work in Small and Large Groups

Small group activity as it represents in the truth or lie game, gave the students opportunity to speak in their group. Thus, the students' speaking practices were improved. On the other hand, big or large group activities as implemented in the first game, twenty questions worked well at increasing students' self-confidence. Unexpectedly, it was not easy to face a problem related to the students when they were being more active in speaking in their native language.

6.) Giving Feedback for on Students' Performance

According to the observation, there were some little problems related to the students' speaking performances. Few students were willing to be volunteers to complete certain tasks. Some students also spoke in a low volume. Most students paid less attention toward their eye contacts and gestures when speaking. Few students also pronounced certain words correctly. The researcher then gave feedback to the students to cope with the problems. In giving feedback on the pronunciation mistakes, the researcher used the traditional method that was to drill the mispronounced words after they were asked to check the pronunciation in the dictionary. The students were asked to repeat the words after the researcher or the student told the correct ones. Concerning the feedback session, the only problem existed until the end of Cycle 1 was to get responses from the students for giving comments on their friends' performances orally.

7.) Asking Students to Install Electronic Dictionary

The distribution of electronic dictionaries in fact was not quite good. The student in charge had not transferred the file yet to the other students in the class. In the last meeting of the first cycle, the researcher reminded her to not forget sharing the file so that other students could get benefits from the dictionary after they installed it in their own computer or laptop.

The reflections above had already explained about the successes and the failures of the actions in the Cycle 1. However, it is necessary to describe the results briefly. Therefore, the reflections of the action implementation can be summed up into the following descriptions.

There were seven actions implemented in the Cycle 1. They included the main action and the complementary actions. The main action was applying communication games to be performed by the students. The implementation of communication games improved the students speaking skills. The students' problems were solved by implementing the games. The problems solved were the minimal amount of speaking practices, the students' low self-confident, the difficulty to express ideas orally, the passive involvement and the feelings of being afraid to speak. However, there were the students' violation toward the game's rule and the limitation of time. Thus, the communication games would be implemented in the next cycle with improvements.

The complementary actions supported the main action. They included using classroom English effectively, giving handouts for every meeting as guideline, using electronic media to support the teaching and learning activities, asking students to work in small and large group, giving feedback for the students' performances and asking students to install electronic dictionary. These complementary actions have been implemented with the success and failure results.

Most students became more confident to speak and they were not afraid of making mistakes after the action of using classroom English. However, some students still found it difficult to understand instructions from the researcher if it was only mentioned once. Thus, the implementation of this action would be sustained to be used in Cycle 2 with improvement.

The handouts also gave benefits for them. Firstly, the students experienced that the activities were clear because there was a guideline. Secondly, they did not need to take many notes. Thirdly, they had something to read as the form of visual printed media. Therefore, the use of handouts would be continued on Cycle 2 with improvement. Each student could get a handout for each meeting.

The use of electronic media in the action of this cycle could attract the students' attention. However, a technical problem appeared when the researcher prepared the loudspeaker and the laptop. As a result, the implementation of electronic media could be sustained in Cycle 2 with more careful preparations.

Small group activity gave the students opportunity to speak in their group. Thus, the students' speaking practices were improved. On the other hand, big or large group activities worked well at increasing students' self-confidence. Furthermore, the implementation of this action in Cycle 2 would be exchanged by another action in relevance to the changes of the games.

Giving feedbacks functioned effectively as an evaluation for the students' mistakes and errors. Concerning the feedback session, the only problem existed until the end of Cycle 1 was to get responses from the students for giving comments on their friends' performances orally. Therefore, the implementation of this action would be sustained in Cycle 2 with refinement.

The electronic dictionary could give the students ample opportunities for self-learning particularly related to the pronunciation practices. However, the use of the dictionary could not be effective because of the distribution of the soft file. Thus, the researcher did refinements for this action in Cycle 2.

2. Cycle 2

a. Planning of Cycle 2

In reference to the reflection of actions in the first cycle, the researcher and the collaborator discussed further plans that should have improvement for several aspects. In the previous cycle, there were still some weak points needed to be prepared, modified, added and improved in this cycle. Thus, in the action of this cycle, the researcher and the collaborator planned to fix up the problems in Cycle 1 by modifying and implementing the following plans in order to improve the students' speaking skills.

1.) Applying Communication Games to be Performed by the Students

Communication games implemented in this cycle would be different from the games in the first cycle. If the students violated the game rules in the first cycle, it might be different in the second cycle. There would be two games which could be played to practice transactional dialogues. The games contained purposes on how to interact in real-life situation. It was expected that the students would be more discipline by obeying the game rules. Besides, the researcher also planned to give clear examples of expressions possibly used in the game to make the students get an ease while playing games.

2.) Using Classroom English Effectively

The plan of using classroom English was similar to the planned action in the first cycle. The researcher kept utilizing the target language in various language functions, such as, in greeting the students, giving instructions, giving feedback and closing the meeting. Indeed, it was a need to improve the students'

speaking ability. Thus, the action would be modified in the part of giving no translation for the expressions used rather than repeating the expressions twice or more. There was an expectation that this plan could work well as the students had been familiar with the expressions usually used during the first cycle.

3.) Giving Handout for every Meeting as a Guideline

Regarding the effects of using handouts in the first cycle, the researcher planned to keep taking the advantage of this. In order to get a better result, the researcher would distribute a handout for each student rather than for each pair.

4.) Using Electronic Media to Support the Teaching and Learning Activity

Electronic media would have become a trouble, if it had not been well prepared. According to the problems in the actions of the first cycle, the researcher planned to check all properties of media and prepare them before the class was begun. The main function of the electronic media in this cycle was merely for listening practices.

5.) Giving Feedback for the Students' Performance

Since feedback was important to evaluate students' performances, it would still be used in this cycle. Realizing the weakness of feedback in the first cycle, the researcher arranged a plan to ask other students to give written comments towards their friend's performance. However, the researcher kept giving her feedback for the students' performances in the similar way as it had been done in the first cycle.

6.) Asking Students to Do a Role Play

Since role plays could give students an opportunity to practice communicating in certain social contexts and in certain social roles, the researcher would use them in the action of this cycle for the implementation of games in the production session. Role plays could be set up. Thus, the plan was to make a structured way of performances. Therefore, the researcher would tell the students who they were and what they should say. It was expected that this could help students cope with problems in the first cycle related to their violation toward the game rules.

7.) Rewarding the Winner of Today's Game

Following up the students' comments related to the prize which would be awarded if they won the game, the researcher thought that it could be right. Generally, a game was identical to a competition to be a winner for achieving rewards. Thus, in this cycle there would be prizes as rewards for the winner of the games. Hopefully, it could boost the students to give their best performances and encourage the students to be more active in the teaching and learning process.

b. Action and Observation of Cycle 2

The actions in the second cycle were implemented on October 4th, 12th and 19th 2012. The first and second meetings of this cycle were conducted on Thursday, October 4th and Friday, October 12th by applying communication games. The third meeting was used for a post-test in order to find out the results of the whole actions in the research. It was conducted on Friday, October 19th. There were two communication games used in this cycle. They were "Looking for

A Hotel” for the first meeting and “Shopping Lists” for the second one. The language function of the second cycle was about the expressions of guest handling. There was a theme for each meeting. They included *Staying at a Hotel*, *Shopping for Clothes* and *Opening an Account*. The specifications of each communication game are presented as follow.

Table 10: The Specifications of Games Used in the Second Cycle

<i>FEATURES OF THE GAMES</i>	<i>LOOKING FOR A HOTEL</i>	<i>SHOPPING LISTS</i>
<i>purpose</i>	<i>To handle the hotel guests and find the cheapest possible hotel</i>	<i>To handle the shop customers and find the most appropriate item</i>
<i>space to play</i>	<i>Large space</i>	<i>Large space</i>
<i>time allocation</i>	<i>40 minutes</i>	<i>40 minutes</i>
<i>number of students</i>	<i>The whole class</i>	<i>The whole class</i>
<i>age of students</i>	<i>Adult</i>	<i>Adult</i>
<i>game type</i>	<i>Role-play</i>	<i>Role-play</i>
<i>properties</i>	<i>Receptionist cards and guest cards</i>	<i>Shop assistant cards and customer cards</i>
<i>necessary rewards</i>	<i>Oral compliments, applauses, prize (stationery, snack)</i>	<i>Oral compliments, applauses, prize (stationery, snack)</i>
<i>relevancy</i>	<i>Enabling students to practice the expressions of guest handling in the real-like interaction</i>	<i>Enabling students to practice the expressions of guest handling in the real-like interaction</i>
<i>source</i>	<i>Hadfield, 1984: 8</i>	<i>Hadfield, 1984: 11</i>

1.) Applying Communication Games to be Performed by the Students

Both games in this cycle were played with roles. Thus, each student had the responsibility to gain the mission of the game. It was effective to make the students more active. They fought for the game. In this case, the students could enhance their self-confidence and motivation.

The first game was looking for a hotel game. It was implemented in the first meeting of this cycle. Before the game was played, there were some tasks

related to the expressions which would be used for the game. It really helped them to overcome problems of violating the game rules as in the previous cycle. They uttered less Indonesian and did not cheat other students' cards. When they did not know the content of the card, they asked the researcher. Most students enjoyed the game. The notes below can describe the situation of the first game.

Permainan pada pertemuan kali ini adalah Looking for a Hotel Game. R kemudian menjelaskan peraturan Game. Ss dengan mudah memahami peraturan tersebut sambil mereka memperhatikan peraturan yang tertulis dalam handout. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. Game dimulai 20 menit sebelum jam berakhir.

(The first game played in the first meeting of this cycle was Looking for A Hotel game. R then explained the game's rules. Ss can easily get the point of the rule when they paid attention to the rules written in the handout. Before the game started, R gave simulation. The game was begun 20 minutes before the time was up.)

(Appendix C: Field note 11, taken on October 4th, 2012.)

The second game implemented in this cycle was shopping lists game. It was implemented in the second meeting. Most students played the game joyfully. They tried to find the ways in order to be the winner. Being experienced with the previous game in this cycle, the students could have tricks of obtaining the purpose of the game. Few of them violated the game rules. The topic of the game was appropriately chosen so that it could support the students' enthusiasm. The notes below can describe the situation.

Permainan pada pertemuan kali ini adalah Shopping for Clothes. R kemudian menjelaskan peraturan Game. Ss dengan mudah memahami peraturan tersebut sambil mereka memperhatikan peraturan yang tertulis dalam handout. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. Game dimulai 30 menit sebelum jam berakhir. Ss melakukan permainan tersebut

dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas. Selain itu, topik bahasan juga mengundang antusiasme Ss.

(The game in this meeting was Shopping for Clothes game. R explained the rule of the game. Ss can easily get the point of the rule because when they paid attention to the rule written in the handout. Simulation was also done before the game started. 30 minutes before the lesson ended, the game began to play. Ss did it quite well because they had understood the rule. Besides, the topic was also interesting for them.)

(Appendix C: Field note 12, taken on October 12th, 2012.)

Based on the description of the communication games implemented in this cycle, the students' improvements were mainly at their self-confidence, motivation and speaking practice. Moreover, some students who often came as volunteers or not performed conversations of the activities before games got improvements on their fluency. Their scores increased, since there were more practices of speaking. The interview transcript below can prove the statement.

G : *Oh, siswa tu kemaren pas tak ajar jadi lebih pe de ngomong pake bahasa Inggris, Mbak... meski ada beberapa kata yang salah ucap sih... Tapi udah bagus itu. Biasane mereka diam kalo nggak tau, nggak mau nanya. Pas tak tanya katanya pada seneng. Pada kamu kasih hadiah, ya Mbak?*

(When I came in the classroom to teach them, they were more confident to speak English although there were some mistakes when pronouncing certain words. However, it's good. They only kept silent when they did not know as usual. They did not want to ask questions. They stated that they enjoyed the lesson. Did you give them prizes?)

(Appendix D: Interview transcript 11, taken on October 30th, 2012.)

Games provided certain features in common real communication events.

In the game, there was a purpose to the exchange. The students who performed as

their own roles could get responses from other students whether they had successfully communicated or not.

2.) Using Classroom English effectively

The implementation of classroom English in every meeting could effectively improve students' self-confidence to speak up. They easily understood some expressions usually used by the researcher in the classroom interaction. It indicated that they had been familiar with the expressions. Furthermore, few students found it difficult to understand short explanation in English. They were also able to respond or reply questions from the researcher. Thus, the use of classroom English could as well enhance the students' speaking ability. The notes below can describe the students' changes related to their enthusiasm, self-confidence and speaking ability.

R membuka kegiatan dengan mengucapkan "Good Morning, Students". Ss menjawab dengan ungkapan "Good Morning, Miss". R melanjutkan "How're you today?" dan beberapa Ss merespon dengan ungkapan "I'm tired". R merespon "You have much time to take a rest before, haven't you?" beberapa siswa saling melemparkan pandangan setelah R merespon keluhan mereka bahwa mereka capek. Kemudian seorang siswa tiba-tiba mengatakan "No... I help teacher to put ball in gudang, Miss" Beberapa siswa melanjutkan "After sport, we are hungry, Miss."
 (R started the activity by saying "Good morning, Students" and the Ss replied "Good morning, Miss". R continued asking "How're you today?" and some Ss responded "I'm tired". R continued again "You have much time to take a rest before, haven't you?" Some Ss stared at each other after listening to what R had just uttered. A student spontaneously said "No... I help teacher to put ball in warehouse, Miss" Few others then added "After sport, we are hungry, Miss.")

(Appendix C: Field note 11, taken on October 4th, 2012.)

The researcher got some students' confessions from the interview related to their feeling after joining the English learning during the actions.

- S2 : *Hmm... hari ini nyenengin banget... kita bisa latihan ngomong bahasa Inggris lagi. Hehe...*
(Hmm... today is very pleasant... we can practice speaking again. Hehe...)
- S3 : *Kalo menurut aku nggak jauh beda, pelajarannya mengasyikkan.*
(So do I, the lesson is enjoyable.)
- P : *Lanjut...*
(Next, please...)
- S3 : *Sangat menyenangkan. Kita bisa belajar bahasa Inggris sedikit demi sedikit. Dapet banyak kosakata, Mbak... sebelumnya kita kesulitan kalo mau ngomong, sekarang udah mulai biasa dan mulai pe de...*
(It's very fun. We can learn English little by little. I get many vocabularies, Miss... Prior to these meetings, we had difficulties to speak but now, I am accustomed to it and I am more confident...)
- S4 : *Pelajaran seru. Kita bisa belajar Bahasa Inggris dengan mudah dan nggak mbosenin.*
(The lesson is fun. We learn English easily and it's not boring.)

(Appendix D: Interview transcript 9, taken on October 12th, 2012.)

3.) Giving Handouts for Every Meeting as Guidelines

Handouts for each student could help them to be easier in joining the lesson. The students did not need to take notes while the researcher explained materials. As a result, the students could also pay more attention towards the explanation from the researcher. When the handout was used in the teaching and learning process, some students felt that it gave them a clear map of today's learning. It can be indicated from the note and interview transcript below.

R kemudian menjelaskan peraturan Game. Ss dengan mudah memahami peraturan tersebut sambil mereka memperhatikan peraturan yang tertulis dalam handout.

(R then explained the game's rules. Ss could easily get the point of the rules because while listening they also looked at the rules written on the handout.)

(Appendix C: Field note 11, taken on October 4th, 2012.)

P : *Tapi, kalo pemahaman pada materi yang aku sampein tadi gimana?*

(How about your understanding related to the materials I gave you?)

S3 : *Bisa kok, Mbak... Paham. Paham. Kan di handout ada contohnya, jadi bisa dipake belajar.*

(I understand, Miss... I did, we did. The examples were provided in the handout so they could be used for learning.)

(Appendix D: Interview transcript 8, taken on October 4th, 2012.)

4.) Using Electronic Media to Support the Teaching and Learning Activity

In the action of this cycle, the researcher became more careful in preparing the media. Though there were some students brought laptops, it was still necessary for the researcher to carry her laptop to the class. Moreover, the researcher had told the collaborator if she needed a loudspeaker for the listening activity during the action in this cycle. It can be inferred from the interview with the collaborator below.

Karena perangkat yang akan digunakan sudah benar-benar disiapkan, pada sesi pemutaran rekaman tidak lagi terjadi kesalahan teknis. Kegiatan listening berjalan lancar.

(Because the electronic devices which would be used had been already well-prepared, there was no any crucial trouble when the recording was played. Listening activity ran quite smoothly.)

Appendices 1: Field note 12, taken on October 12th, 2012.

All the three meetings in this cycle applied media as an input for the students. The recordings were played twice to make the students understand the

expressions they heard. It could help them in the activities afterward. There were no any essential troubles during the recording played in this cycle.

5.) Asking Students to Do a Role Play

The whole class activity in this cycle particularly in the game session encouraged the students to have more speaking practices. In both games, every student was required to play a role. Each received a card containing their responsibility. The students could be able to perform as the roles they played. In the first game, a half class was asked to imagine that they were hotel receptionists and the others were the guests. It was also applied in the second game in this cycle that the students were supposed to be shop assistants for a half and the customers for the rest. Because the roles were familiar for them, they had no problem to perform the roles. It can be inferred from the note below.

R kemudian meminta Ss mencari pasangan secara bebas dan membuat percakapan berdasarkan guideline yang telah disediakan. Seorang S berpura-pura menjadi seorang pegawai bank dan seorang S menjadi tamu atau pelanggan bank. Ss menampilkan percakapan berdasarkan peran yang telah mereka putuskan bersama.

(R asked the Ss to find their own pair and make a conversation based on the provided guideline. A student pretended to be a bank clerk and another one became a bank customer. Ss performed the conversation based on their discussion result.)

(Appendix C: Field note 14, taken on October 19th, 2012.)

Through the interview, some students also stated that role play was easier to be practiced because it had been structured. They could recognize and prepare the expressions they would use.

S1 : Aku jadi lebih paham kalo jadi shop assistant ngomongnya kayak gitu tadi.
(*I become clearer about what the shop assistant's*

expressions used for handling guests are.)

Appendix D: Interview transcript 9, taken on October 12th, 2012.

6.) Giving Feedback for the Students' Performance

Feedback for students' speaking performances was always given in the end of their performances. Since the activities of the learning in a whole were working more with fluency, the researcher did not correct the students directly but simply noted their errors and mistakes, in which they would be discussed in the last session. In this cycle, the researcher successfully helped the students to improve their speaking skills including some aspects, such as fluency, accuracy, pronunciation, vocabulary, gesture, voice projection and task objection. The feedback given was not merely related to pronunciation and vocabulary. The note below can describe the situation.

R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. R memberikan feedback pada beberapa kesalahan yang dilakukan siswa pada kegiatan sebelumnya. Beberapa Ss merespon feedback dengan bertanya kepada R tentang terjemahan kata dan pengucapan kata sukar.

(R and Ss did reflection toward the activities of the day thoroughly. R gave feedback for the students' mistakes and errors done before. Some Ss responded to the feedback and asked R about translation and difficult pronunciation.)

(Appendix C: Field note 11, taken on October 4th, 2012.)

7.) Rewarding the Winner of Today's Game

The researcher decided to give a reward for the winner of the games even for those who wanted to perform voluntarily. All students who were involved in learning activities got rewards somehow. The form of rewards at first was praising

and giving applause. Nevertheless, some students commented that there should be prizes to make the games and activities more attractive. The notes and interview transcript below can illustrate the situation.

Pada akhir kegiatan, kelompok yang menjadi pemenang diminta untuk maju kedepan kelas dan Ss lainnya diminta untuk bertepuk tangan atas kemenangan kelompok tersebut “Give big applause to the winner...” dan pada pertemuan ini, R sudah memberikan hadiah untuk pemenang game.

(In the end of the activity, the groups which won the game were asked to come in front and other Ss were requested to give applause “Give big applause to the winner...”. In this meeting, R gave prize for the winners.)

(Appendix C: Field note 12, taken on October 12th, 2012)

P : Ya... bagus sekali. Kalo belajar pake game, kalian dapet apa aja to?

(Yeah... that's great. When learning with games, what did you get?)

S1 : Ya, macem-macem, Miss....

(Ya... many things, Miss...)

P : Maksudnya?

(What do you mean?)

S2 : Kalo menang dapet hadiah.

(We will get prizes if we win.)

(Appendix D: Interview transcript 9, taken on October 12th, 2012)

Considering the students' post-test result the following is the chart of students' speaking performance scores in the post-test.

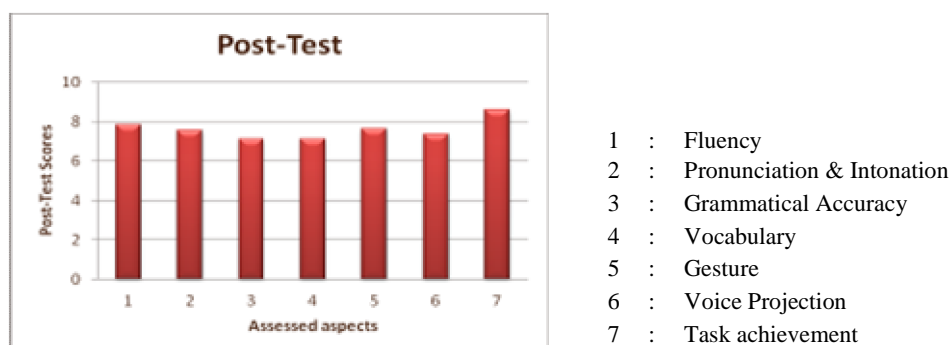


Figure 5. Students' Speaking Performance Scores in the Pre-test

c. Reflection of Cycle 2

Since the plans had been implemented in the action of the second cycle, the researcher and the teacher held discussions in order to reflect the actions based on the observations and interviews. To fulfill the democratic and dialogic validities, several problems which occurred in this cycle were discussed. The reflections could be functioned as the evaluation of the second cycle of this action. The reflection could be gained from the observation, interviews and questionnaires. Then, it would be used to define the changes for the results of the actions from the beginning until the end. The following are the reflections of the actions in the second cycle.

1.) Applying Communication Games to be Performed by the Students

Since communication game covered the purpose of giving practice of speaking, the researcher had effectively implemented the games to improve students' speaking skills. Playing the games meant that students practiced the language functions. In an atmosphere of playing game, they were unconsciously learning by performing speeches or conversations in the target language. Learning could be fun somehow and it did not bring the students into a bored and tense circumstances.

2.) Using classroom English Effectively

The students' involvement in classroom interaction effectively increased. They could respond in the target language towards the researcher's questions and expressions of the greetings, instructions or explanations. In summary, the implementation of classroom English in every meeting effectively improved

students' self-confidence to speak up, speaking practices and experiences to communicate in real-life context. Those all improvements could bring the students to the success of gaining a better speaking ability.

3.) Giving Handouts for every Meeting as Guidelines

The handout given for every meeting was not a kind of wasting effort. It could help the students to study the materials during the teaching and learning process. Moreover, it was an alternative visual printed medium which could easily and practically provide instead of textbooks.

4.) Using Electronic Media to Support the Teaching and Learning Activity

With a good preparation, the media could not bring lots of problems to be implemented. There would be an experience for the students when they listened to the recording played. They could recognize the use of authentic language. Instead of that case, the technology in language learning could bring benefits while it was used appropriately.

5.) Asking Students to Do a Role Play

To be dramatic was occasionally needed. When the students did a role play, they could pretend temporarily to be someone else. They learnt about how to be as identical as the person they imagined to be. They could perform in the target language as if they were the people. It gave them experiences for speaking practice. Moreover, the role play activity could as well improve their ability to communicate in real-life contexts by using the target language.

6.) Giving feedback for the students' performance

The students' performances needed to be reflected. Giving feedback was one of the ways to reflect on what they have experienced. In this way, they could learn their mistakes towards their speaking performance. During the feedback session, the researcher also needed to accept the students' comments with no defensive manner, hearing everything that would possibly help giving directions for where they should work when the class started again. Thus, the feedback was not merely benefited the students but also the researcher.

7.) Rewarding the Winner of Today's Game

Rewards were proved to be one of effective ways to motivate students in learning. The rewards offered in the beginning of activities could encourage them to perform their best. Reward, whether it was praising as verbal reward or applauses and prizes as non-verbal reward, was a tool to enhance students' enthusiasm for joining the teaching and learning process.

C. General Findings and Discussions

Based on the results of the actions in Cycle 1 and Cycle 2, the researcher and the collaborator agreed to discontinue the research up to this cycle. The implementation of communication games and the complementary actions successfully accomplished the aim of the actions during two cycles. The aim of improving students' speaking skills was determined based on the field problems and the needs. The actions planned, acted, observed and reflected brought to the necessity of providing the general findings. The findings of these actions could be inferred from observations of the teaching and learning process, interviews with

the students and collaborator, and the questionnaires given at the end of the actions. Regarding to the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2. The table in the next page shows the changes during Cycle 1 and Cycle 2.

Table 11: **The Changes during Cycle 1 and Cycle 2**

No.	Actions	Cycle 1	Cycle 2
	Using classroom English effectively	Translations were mostly used when the students could not understand instructions. Indeed, in greeting the students were able to respond using target language.	The amount of translation was diminished. The students had already recognized and understood expressions of greetings, instructions and questions. They could respond well without much difficulty.
	Giving handouts for every meeting as guidelines	The handouts could attract students to learn. They were successful as guidelines of each meeting.	The handouts could attract students to learn. They successfully facilitated the students as learning guidelines and visual aids.
	Using electronic media to support the teaching and learning activity	The electronic media were proficient to get students' attention. The media really supported the teaching and learning activities.	The use of electronic media effectively provided an interesting and a less stressful way of learning.
	Applying Communication Games to be performed by the students	Communication games helped students to build up their less self-confidence and gave more opportunities of speaking practices. However, they still could not perform pronunciations, intonations, gestures and varied or proper expressions well. There was trouble about time management in this cycle.	Communication games effectively affected the students' self-confidence and speaking abilities. They were confident to speak up, state opinions and answers, ask questions and perform dialogues. They tended to be more active in every activity. They also successfully performed conversations with appropriate expressions, gestures, good voice projections, completed objects of tasks, pronunciations and intonations. The time management had been already quite well controlled.

No.	Actions	Cycle 1	Cycle 2
	Giving feedback for the students' performance	The students were already given feedback to help them in recognizing their mistakes and errors. However, only few students asked questions during the sessions.	Giving feedback successfully helped students in recognizing their mistakes and errors. They felt free to ask questions. They were more confident and they were able to give comments of their friends' performances. Their mistakes and errors decreased.
	Asking students to work in small and large groups	Working in small groups improved students' speaking ability while working in large groups enhanced self-confidence. Both effectively supported communication experiences from the exchanges they made in conversations.	-
	Asking students to do a role play	-	Role play gave an ease for the students to perform conversations because it had been structured. They had already been prepared with expressions which could be used. Role play successfully provided communication practice of the different contexts and roles.
	Asking students to install Electronic Dictionary	Almost students had already installed the dictionary in their computer or laptop. It was helpful for learning activity particularly when correcting pronunciation and finding meanings of the certain words.	-

No.	Actions	Cycle 1	Cycle 2
	Rewarding the winner of today's game	-	Giving rewards for the students who won the games successfully encouraged them to perform their best. They were well-prepared for any given tasks. They tended to be active to join the learning.

The researcher also provided the results of pre-test and post-test scores for the students speaking performances to support the findings. Before the actions began, a pre-test was held to measure the students' proficiency level. The post-test was held after Cycle 2 finished. Both tests demanded pair work activities. The students performed conversations with different topics for each test. The researcher and the collaborator then observed the students' performances to be assessed by using the same speaking assessment instrument. Evaluation sheets for student's speaking performance were used to record the students' scores. The following is the chart from pre-test scores and post-test scores showing the change or improvement of the students' speaking skills.

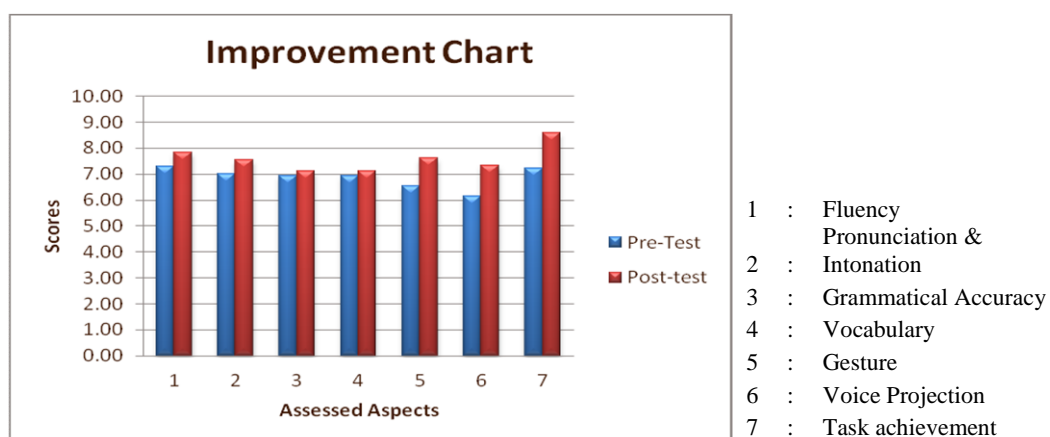


Figure 6. Students' Improvement of Speaking Skills

The tables in this page and the next page show the students' scores of pre-test and post-test from the researcher and the collaborator.

Table 12: Students' Pre-Test Scores

SN	RS							TRS	CS							TCS	Mean
	I	II	III	IV	V	VI	VII		I	II	III	IV	V	VI	VII		
1	7	7	5	6	5	4	6	40	7	6	5	5	6	5	6	40	40
2	8	6	8	7	6	5	6	46	7	6	7	7	5	6	6	44	45
3								0								0	0
4	6	7	6	6	5	6	7	43	7	6	5	6	6	6	7	43	43
5	8	7	8	6	7	6	6	48	8	8	7	7	7	6	6	49	48.5
6	7	6	8	7	6	7	7	48	6	7	8	7	6	8	7	49	48.5
7	7	8	7	7	5	4	8	46	8	7	7	6	6	5	8	47	46.5
8	8	7	8	7	6	6	6	48	8	7	7	7	8	7	6	50	49
9	7	8	8	9	8	9	9	58	8	7	7	8	7	8	9	54	56
10	7	8	8	7	7	7	7	51	7	7	8	8	7	8	7	52	51.5
11	8	8	8	7	7	7	8	53	8	7	8	7	7	7	8	52	52.5
12	8	7	8	7	6	5	6	47	8	8	7	7	7	6	6	49	48
13	6	5	6	6	5	4	5	37	6	6	5	6	5	5	5	38	37.5
14	8	8	8	9	8	9	9	59	8	7	7	8	8	8	9	55	57
15	8	8	7	8	8	8	8	55	8	7	7	7	9	7	8	53	54
16	7	8	7	8	7	4	10	51	8	7	6	7	6	5	10	49	50
17	8	8	6	7	7	8	7	51	8	7	6	6	8	7	7	49	50
18	6	7	6	6	6	7	7	45	7	6	6	6	7	6	7	45	45
19								0								0	0
20	8	8	8	7	7	5	10	53	8	8	7	7	8	6	10	54	53.5
21	7	7	5	6	5	4	6	40	8	7	5	6	6	5	6	43	41.5
22								0								0	0
23	7	8	9	8	8	8	9	57	7	7	8	8	9	7	9	55	56
24								0								0	0
25	7	8	8	8	7	7	7	52	7	7	8	7	8	6	7	50	51
26	6	5	6	6	5	4	5	37	6	6	6	6	5	5	5	39	38
27	7	6	7	8	4	4	7	43	7	6	7	7	5	6	7	45	44

Table 13: Students' Post-Test Scores

SN	RS							TRS	CS							TCS	Mean
	I	II	III	IV	V	VI	VII		I	II	III	IV	V	VI	VII		
1	8	7	6	6	7	6	9	49	8	8	6	6	8	6	9	51	50
2	9	7	8	7	8	8	9	56	9	8	8	7	9	8	9	58	57
3	7	8	7	6	8	7	8	51	8	8	6	6	8	7	8	51	51
4	8	7	6	7	7	6	8	49	7	7	6	6	7	6	8	47	48
5	9	8	8	8	8	7	10	58	10	8	7	7	8	8	10	58	58
6	8	7	8	8	7	8	8	54	8	8	7	7	8	7	8	53	53.5
7	7	8	7	7	8	6	9	52	8	8	7	6	7	7	9	52	52
8	7	7	8	8	7	8	8	53	8	7	8	7	8	7	8	53	53
9	6	8	7	7	9	9	9	55	7	7	7	8	9	8	9	55	55
10								0								0	0
11	9	8	8	7	8	9	9	58	9	7	8	7	8	7	9	55	56.5
12	8	7	7	8	7	8	8	53	8	8	7	7	7	7	8	52	52.5
13	7	8	6	7	7	7	8	50	7	7	6	6	7	7	8	48	49
14	8	8	8	9	8	9	10	60	10	7	7	8	10	8	10	60	60
15								0								0	0
16	7	8	8	8	9	8	10	58	8	8	7	8	8	8	10	57	57.5
17	8	9	7	8	8	9	9	58	9	9	7	8	8	8	9	58	58
18	7	7	6	6	6	7	8	47	7	6	6	6	7	6	8	46	46.5
19	8	7	7	6	6	7	8	49	8	7	6	6	7	7	8	49	49
20	8	8	8	7	7	9	9	56	8	7	8	7	8	8	9	55	55.5
21	7	7	6	7	7	6	7	47	7	6	6	7	8	6	7	47	47
22	8	8	7	8	7	7	8	53	7	8	7	7	8	7	8	52	52.5
23	9	8	9	9	9	9	10	63	10	8	9	8	10	8	10	63	63
24								0								0	0
25	8	9	8	8	7	7	9	56	8	8	8	7	8	7	9	55	55.5
26	8	6	7	7	6	6	7	47	7	7	7	6	7	6	7	47	47
27	7	8	7	6	7	6	8	49	7	7	7	6	8	6	8	49	49

SN : Students' Number
 RS : Researcher's Scores
 TS : Teacher's Scores
 TRS : Total Researcher's scores
 TCS : Total teacher's scores

I : Fluency
 II : Pronunciation & Intonation
 III : Grammatical Accuracy
 IV : Vocabulary
 V : Gesture
 VI : Voice Projection
 VII : The task achievement

From both tables, it could be seen that there were progress of scores between each student's pre-test and post-test mean. It proved that there were improvements on the students' speaking skills. Most students got higher scores in the post-test. Moreover, the scores of some aspects for students' speaking performance increased as well. There were effective changes towards fluency, pronunciation and intonation, voice projection, non-verbal languages and object of tasks. Accuracy and vocabulary were two aspects agreed to be improved by the English teacher afterward in the teaching and learning process.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research was implemented in XI Multimedia 4 study program of SMK Muhammadiyah 2 Klaten Utara. The research was begun in October and ended in September 2012 during the first semester of the academic year 2012/2013. The aim of this study to improve the students' speaking skills through communication games was successful. The action was carried out in two cycles. They effectively could improve the students' self-confidence, motivation, pronunciation and vocabulary. Those actions included the use of classroom English, pair works, small and big group activities, teaching media and rewards.

There were four games applied in the actions of this study. Two games were implemented in the first cycle and the two others were acted in the second cycle. The games of the first cycle were Twenty Questions and Truth or Lie?. Looking for A Hotel and Shopping Lists were the games applied in the second cycle.

Several changes occurred after the actions were implemented. There were changes in the aspects of behavior and the way of thinking. The researcher and the collaborator felt some changes as they are presented below.

1. The changes in English Teaching and Learning Process

Prior to the implementation of communication games, the condition of English teaching learning process was similar to the teaching of traditional grammar in the period, while the students had no any course book to be learnt at

home. The classroom activities were also less varied. There were more explanations and exercises related to grammar. The teaching and learning process was emphasized more on how the students could be able to understand materials for final exams. Furthermore, the teaching and learning process was less focused on the students' speaking practices and how they could use the language to communicate with others.

According to the description above, the actions of the study emphasized more on improving the students' communication skills particularly to communicate with others orally. The activities included students' practices on using target language for communication purposes orally. The Students did not merely learnt language uses or grammar but also language functions or expressions for communication.

2. The Changes of the Students

Before the actions were implemented, the students tended to be less active and silent when the teacher explained materials and when they were asked to have grammar exercises. Furthermore, the students were also afraid of being asked to speak. Since the classroom activities were less varied, the students were not enthusiastically engaged in learning by giving less attention, being noisy and busy with a kind of inappropriate acts, such as playing computer games.

Implementing games to vary class activities could affect the students' feelings and behaviors. They felt a different learning atmosphere. Since the games got them to work in pairs, small groups and large groups, to act based on each role and to perform as the object of the games, the students were more active and

confident in the classroom activities. They realized that learning could be fun and enjoyable. It showed that they could change their way of thinking.

It was also an effective progress in view of the fact that the students' speaking improved. Their changes of behaviors could be observed from their enhancement of self-confidence to speak in front of the class and express feelings to their friends and the teacher. The students expressed a great enthusiasm to join the teaching and learning during the actions of the study.

3. The Changes of the Teacher

In the action of this study, the teacher acted as a collaborator and an observer at once. Some efforts during the teaching and learning process in this study had improved the teacher's knowledge of applying communication games. She showed a great appreciation of the efforts for improving students' speaking skills. She was also willing to know more about how to play games for communication in the language classroom. The teacher asked the researcher for the books of games and the books of communicative language teaching. The books were electronic books. Indeed, the books were also useful for her study. The teacher planned to share the books with other English teachers.

She could realize that the students needed enough practices of speaking to make them to be able to communicate in the target language. The teacher also added comments that the English teaching and learning could be done in such more fun and enjoyable ways with a balance proportion. The most essential thing is that the teacher became aware of was about students' enthusiasm to learn and express ideas orally.

B. Implications

The conclusions have described the implementation of communication games which were effective to improve students' speaking skills. Furthermore, the implications of the study are presented as follow.

1. Using classroom English effectively could result in the students' awareness and familiarity about expressions used in the class. It implies that the teacher should be accustomed to use English while delivering instructions, asking and answering questions, greeting the students and giving explanations.
2. Giving handouts for every meeting as guidelines facilitated the students in learning for the supports of visual aids. It means that it is necessary for the teacher to provide handouts in every meeting.
3. Using electronic media to support the teaching and learning activities effectively provided interesting and less stressful ways of teaching. It implies that the use of electronic media needs to be maximized for both the quantity and the quality.
4. Applying communication games in the production sessions for each meeting of the actions effectively affected the students' self-confidence and speaking abilities. It means that the teacher has to give less-stressful, attractive and various activities during the teaching and learning. Thus, the students will not get bored of the learning and they will be more enthusiastic to join the lesson.

5. Giving feedback for the students' performances helped students recognize their mistakes and errors. It implies that the teacher needs to give feedbacks to the students in the end of every meeting through oral comments or written ones.
6. Asking students to work in small and large groups supported communication experiences from the exchanges they made in conversations. It means that the students have to be given practices to work in groups or pairs for the next activities.
7. Asking students to do a role play could provide communication practices of different contexts and roles. It implies that the teacher can have role play activities with different topics for different meetings to get the students know the contexts and roles of certain situations.
8. Asking students to install electronic dictionaries in their laptop or computer was very helpful for teaching and learning activities particularly to give models for pronunciation practices. It means that the students can make use the dictionary for the next learning both for self-learning in home and learning in school.
9. Rewarding the winner of today's game could encourage students to perform their best so that they tended to be more active to join the learning.

In addition, the researcher also gave some useful soft copies of electronic books related to the teaching and learning using games and communicative language teaching. Those were also beneficial for her further teaching advance.

C. Suggestions

Based on the conclusions and implications of the study, some suggestions to the participants closely related to the study are presented below.

1. English teacher of XI Multimedia 4 study program

The English teacher has to consider the students' needs and interests for the teaching and learning. It is not only teaching for final examination but also preparing for the students' future occupational world. Thus, there should be a balanced teaching and learning among the four skills. Indeed, speaking skills for the students of vocational school is essential to be taught intensively. Communication game is one of teaching variations to enhance the students' speaking skills and increase interactions among students and between the students and teacher. Besides, the teacher may take advantages of some sources of teaching and learning, such as, books and (internet) journal to make the teacher more well-informed in creating varied activities in teaching.

Another consideration for the English teacher is that she needs to optimize the use of school facilities for language learning such as language laboratory. Since the school has provided LCD to be used freely for teaching, the teacher needs to make use of it to vary her teaching activities in the classroom. As the whole, the teaching and learning process should achieve the purposes of communicative language teaching.

2. Students of XI Multimedia 4 study program

It is not merely speaking practices in English teaching and learning process. The students will be much better if they can create their own

opportunities for practicing speaking by having speaking clubs. A further effort needs to be made by the students is to encourage themselves in speaking as well as speaking louder without worries of making mistakes. It will give advantages for the students if they can develop their fluency, vocabulary mastery, grammatical competence, non-verbal language, pronunciation and intonation.

3. Other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at improving students' speaking skills through communication games.

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Course Grid

School : SMK Muhammadiyah 2 Klaten Utara
Grade : XI

Subject : Bahasa Inggris
Semester : Odd

Topic	Games	Standard of Competence	Basic Competency	Indicators	Language Function and Focus	Media	Cycle	Learning Activities	Time	Input Texts
New Schedule	-	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> Students are able to practice provided dialogue about asking and giving information in the correct intonation. Students are able to identify the use of pronominal (WH) questions and verbal (Yes/ No questions from the provided dialogue. Students are able to use appropriate questions and the intonation to practice dialogue about asking for and giving 	• Language Function » Asking and Giving Information Example: <i>Joe: Have you got your schedule for this semester, Gil?</i> <i>Gil: Yes, Joe, I have. It's going to be quite hard.</i> <i>Joe: Really? What subjects do you have?</i> <i>Gil: Hmm... I've got Religion Education, Math, Physics and Corel Draw for the introduction of Multimedia.</i> <i>Joe: That's great.</i>	1. Board 2. Handout 3. Computer 4. Assessment checklist 5. Dictionary 6. E-Books <i>Real Listening and Speaking 1 with Answers</i> <i>Word Games with English 2</i>	1 st Cycle	Presentation (10') 1. Students are asked to share some words related to the topic. 2. Students discuss the words and look for the meaning of each word. 3. Students are asked to discuss provided dialogues (Task 1). 4. Students identify the rule of pronominal (WH) and verbal (yes-no) questions based on the teacher writings (some examples of expressions) on board. 5. Students listen to the teacher explanation about the pattern, intonation and the use of pronominal (WH) and verbal (yes-no) questions. Practice (20') 1. Students are asked to practice the dialogue with a partner (Task 1). 2. Students discuss the questions. 3. Students are asked to	2 x 40'	Dialogue Schedule

				<p>information.</p> <ul style="list-style-type: none"> • Students are able to make dialogue about asking for and giving information based on the topic. • Students are able to perform the dialogue. 	<ul style="list-style-type: none"> • Language Focus <ul style="list-style-type: none"> » Key vocabulary (vocational high school subjects & anything related) » Key grammar pattern (Pronominal/ WH Questions and Verbal/ Yes-No Questions) » Key expressions Asking for information: <ul style="list-style-type: none"> - Can you tell me...? - I'd like to know... - Did you know about...? - Has she told you...? Giving information: <ul style="list-style-type: none"> - Yes, I know about... - I've been told... - I heard about... - They say... -, you know. 			<p>practice pronouncing the words on the handout related to the topic.</p> <ol style="list-style-type: none"> 4. Some pairs of students read the dialogue aloud. 5. Students are asked to discuss the correct arrangement of jumbled words to be formed in an appropriate question (Task 2). 6. Students are asked voluntarily and orally tell the correct forms. 7. The students are asked to make questions both pronominal and verbal questions for each picture (Task 3). 8. The students are asked to work in pairs and make questions based on the schedule in the handout (Task 4) while other students listen and prepare for their turn. <p>Production (40'):</p> <ol style="list-style-type: none"> 1. Students are asked to make a dialogue based on the provided schedule (Task 5). 2. Students perform the dialogue in front of the class in pairs. 3. Teacher gives feedback. 		
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Getting to Know You	"Twenty Questions"	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> • Students are able to practice dialogue about asking for and giving information. • Students are able to identify the use of question tags in the provided dialogue. • Students are able to identify the intonation used to express question tags based on the recording. • Students are able to complete exercise about the use of question tags. • Students are able to make questions about asking for information. • Students are able to perform conversation about asking for and giving information. 	<ul style="list-style-type: none"> • Language Function » Asking & Giving Information Example: <i>A: Hi, Carl... How's life?</i> <i>B: Hello, Jay. Fine, thanks. What do you think when Richard, my elder brother, arrives at the school at 7?</i> <i>A: He gets up at 6.30, doesn't he?</i> <i>B: Hmm, actually he gets up about six fifteen.</i> <i>A: What time is breakfast at your house, then?</i> <i>B: Breakfast is always at a quarter to seven.</i> <i>A: Well, I'd like to know that you he will be in hurry or not.</i> <i>B: of course. But he'll be on time. The school is not far from our house.</i> 	1. Handout 2. Computer 3. Speaker 4. Board 5. Cards 6. Recording 7. Dictionary 8. E-Book <i>Real Listening and Speaking 1 with Answers</i>	1 st Cycle	Presentation (10'): <ol style="list-style-type: none"> 1. Students are asked to find and share some words related to the topic. 2. Students are asked to discuss and practice provided dialogues (Task 1). 3. Students identify the pattern and use of yes-no questions based provided dialogue. 4. Students listen to the teacher explanation about the pattern and the use of yes-no question with some more examples. Practice (20'): <ol style="list-style-type: none"> 1. Students are asked to prepare listening activity (Task 2). 2. Students are asked to listen to a recording. 3. Students then complete exercises related to the use of question tag. 4. Students practice to speak some sentences after the teacher plays the recording. 5. Students are asked voluntarily and orally tell the correct forms. 6. Teacher provides next task (Task 3) for the students to match tags. 7. Students are given opportunity to practice the question tags in the 	2 x 40'	- Dialogue - Audio materials - Information and Guessing Cards
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					<p>• Language Focus</p> <p>» Key vocabulary (occupations, daily activities)</p> <p>» Key grammar pattern (Question Tags)</p> <p>e.g.</p> <p>- <i>Michele makes his project by himself, doesn't he?</i></p> <p>- <i>Reina and Sheda wash their hair in Tondeo Salon, don't they?</i></p> <p>» Key expressions</p> <p>Asking for information:</p> <p>- <i>I'd like to know...</i></p> <p>- <i>Has she told you...?</i></p> <p>- <i>You know..., don't you?</i></p> <p>Giving information:</p> <p>- <i>Yes, I know/heard about...</i></p> <p>- <i>I've been told...</i></p> <p>- <i>They say...</i></p> <p>- <i>..., you know.</i></p>		<p>correct intonation after they finish completing them all.</p> <p>Production (40'):</p> <ol style="list-style-type: none"> 1. Teacher introduces 'Twenty Questions Game' (Task 4) 2. Students listen while the teacher tells the rule of the game 3. Teacher gives model on how to play the game 4. Students prepare themselves to start the activity 5. Students perform the game 6. Teacher and other students give feedback 		
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Spending Free Time	“Truth or Lie?”	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> • Students are able to identify some expressions for asking and giving personal information about preference. • Students are able to determine the use of gerund to ask and tell about preference. • Students are able to practice dialogue about the topic. • Students are able to make a short dialogue based on the picture card. • Students are able to practice the conversation about asking and telling personal information about preference. 	<ul style="list-style-type: none"> • Language Function <ul style="list-style-type: none"> » Asking for & giving personal information about preference. <p>Example: A: <i>What do you prefer to do in your spare time, B?</i> B: <i>I like jogging very much. I do it almost every Sunday morning.</i> A: <i>You do? Hey, we share the same hobby then. Let's do jogging together next week.</i> B: <i>That sounds great.</i></p> <ul style="list-style-type: none"> • Language Focus <ul style="list-style-type: none"> » Key vocabulary (things you like, activities you love to do and adjectives) » Key grammar pattern (Gerund) <p>- Gerund as subjects & objects</p>	1. Handout 2. Computer 3. Board 4. Dictionary 5. E-Books <i>Real Listening and Speaking 3 with Answers</i> <i>Word Games with English 2</i>	1 st Cycle	Presentation (10’): <ol style="list-style-type: none"> 1. Students find and share some words related to the topic 2. Students are asked to discuss provided dialogue (Task 1) 3. Some students practice the dialogue 4. Students identify the expressions of asking and giving personal information about preferences from some examples given by the teacher Practice (20’): <ol style="list-style-type: none"> 1. Students complete the exercise based on the picture (Task 2) 2. Students are asked to make a group of four (Task 3) 3. Students are asked to express the answer of the exercises voluntarily and orally 4. The students are asked to make a dialogue based on the picture they get in a group of four (Task 4) 5. Some pairs of students (chosen randomly by the teacher) practice the dialogue 6. The whole class are asked to practice the dialogues in their seat loudly while teacher observes it in whole 	2 x 40’	- Dialogue - Pictures on cards
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					<p>e.g. Jogging can make us healthy. She likes dancing.</p> <p>- Gerund as complement e.g. My hobby is collecting stamps.</p> <p>- Gerund after preposition e.g. My brother is fond of swimming.</p> <p>» Key expressions Asking for preference:</p> <p>- Do you prefer...? - Do you like ... better/ more than...? - Which would you prefer?</p> <p>Telling preference:</p> <p>- I enjoy/ like... more/ better than... - I tend to (prefer)...</p>		<p>(3-5 minutes).</p> <p>Production (40'):</p> <ol style="list-style-type: none"> 1. Teacher introduces 'Truth or Lie?' game (Task 5) 2. Students listen while the teacher tells the rule of the game 3. Teacher gives model on how to play the game 4. Students perform the game 5. Teacher and other students give feedback 		
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Staying at A Hotel	"Looking for A Hotel"	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> Students are able to identify some expressions for offering helps, accepting offers and declining/ refusing offers in the hotel based on the dialogue and the recording. Students are able to complete exercises related to some vocabulary used for the next activities. Students are able to determine the appropriate expressions for handling guest. Students are able to practice the use of 'too' and 'enough' in the conversation for handling guest. Students are able to practice the expressions 	<p>• Language Function » Offering to do something, accepting an offer and refusing an offer in the hotel</p> <p>Example: R: <i>Good afternoon. Welcome to the Grand Woodward Hotel. How may I help you?</i> G: <i>I have a reservation for today. It's under the name of Peter Walker. We've reserved a double room for you with a view of the ocean for two nights. Is that correct?</i> R: <i>Yes, it is.</i> G: <i>Hmm. Ok, so what room am I in?</i> R: <i>Room 487. Here is your key.</i> G: <i>Great. Thanks.</i> R: <i>If you have any questions or requests, please dial 'O' from your room. Also, there is internet available in the lobby 24 hours a day.</i></p>	<p>1. Recorded-materials</p> <p>2. Computer</p> <p>3. Speaker</p> <p>4. Handout</p> <p>5. Board</p> <p>6. E-Books <i>Real Listening and Speaking 1 with Answers</i> <i>Effective Communication (DEPDIKNAS)</i> <i>Elementary Communication Games</i></p> <p>7. Dictionary</p>	2 nd Cycle	<p>Presentation (10'):</p> <ol style="list-style-type: none"> Students are asked to find and share some words related to the topic Students are asked to discuss the dialogue (Task 1) Students pay attention to the teacher explanation and examples about the use of some expressions for offering helps, accepting offers and declining/ refusing offers in the hotel. The students pay attention to the teacher explanation and examples about the use of "too" and "enough" based on the topic Students work with others to discuss exercises (Task 2) Students tell the answer orally <p>Practice (20'):</p> <ol style="list-style-type: none"> Students are asked to listen to the recorded-material (Task 3) Students are asked voluntarily and orally tell about what they have heard Students listen to the recording once more and complete the listening tasks Students arrange conversation between 	2 x 40'	<p>-Dialogues</p> <p>-Audio materials</p> <p>-Simulation Cards</p>
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				<p>of handling guest in a short conversation.</p> <ul style="list-style-type: none"> Students are able to exchange information related to the topic through game. 	<p><i>G: Ok, thanks for providing <u>enough</u> information of this hotel.</i></p> <p><i>R: My pleasure, sir. Have a wonderful stay at the Grand Woodward Hotel.</i></p> <ul style="list-style-type: none"> Language Focus <ul style="list-style-type: none"> » Key vocabulary » Key grammar pattern (construction with <i>too</i> and <i>enough</i>) <p>e.g.</p> <ul style="list-style-type: none"> - The room is too small for me. - The laundry services are satisfied enough. <ul style="list-style-type: none"> » Key expressions: <p>Guest handling</p> <ul style="list-style-type: none"> - Welcome to our hotel. - What can I do for you, Sir? - Have a nice stay, Sir. - Hope you enjoy - Would you like some help with ...? 			<p>receptionist and guest properly (Task 4)</p> <ol style="list-style-type: none"> Students are asked to discuss the exercise in pairs Some pairs are asked to practice the well-arranged conversation. <p>Production (40'):</p> <ol style="list-style-type: none"> Teacher introduces 'Looking for A Hotel' game activity (Task 5) Students are listening when the teacher tells the rule Teacher and some students give models of the game Students perform the game Teacher and other students give feedback 		
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Shopping for Clothes	“Shopping Lists”	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> • Students are able to identify some terms related to the topic based on the given picture. • Students are able to identify the use of expressions for offering helps, accepting offers and declining/ refusing offers in a shop according to what have been heard from the recording. • Students are able to determine appropriate expressions of asking for helps and handling guest in a shop. • Students are able to ask for assistant (accept and decline offers) in a shop. • Students are able to practice 	• Language Function » Offering to do something, accepting an offer and refusing an offer in the clothes shop Example: <i>Assistant: Excuse me. Do you need any help?</i> <i>Customer: No, thank you. I am fine. I'm just looking.</i> <i>Assistant: That shirt's in the sale. Today's the last day.</i> <i>Customer: oh, right. Hmm, well, I like the color.</i> <i>Assistant: It's Rp50.000,00 in the sale. The normal price is a hundred.</i> <i>Customer: Oh, OK. That's quite good. That jacket is nice. How much is it?</i> <i>Assistant: That's half price too – Rp90.000,00. It's leather. Would you like to try on it?</i>	1. Computer 2. Audio material 3. Speaker 4. Handout 5. Board 6. E-book <i>Real Listening and Speaking 1 with Answers</i> 7. Dictionary	2 nd Cycle	Presentation (5'): 1. Students are asked to share and discuss some words related to the topic 2. Students are asked to identify the picture (Task 1) 3. Students complete the exercise based on the picture. 4. Students listen while the teacher gives additional samples and explanation. Practice (25'): 1. Students listen to the recording (Task 2) after they have a look at some exercises related to it. 2. Students complete the exercises based on what they have heard. 3. Students discuss the answer with others. 4. Students are asked to tell the answer orally, one question for one student. 5. Students are asked to work in pairs and discuss the exercise about the use of expressions for asking helps (Task 3). 6. Students discuss the exercises with their tablemate and practice it on their seat. 7. Some students	2 x 40'	- Audio materials - Pictures - Shopping list cards
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				<p>short conversation in pairs.</p> <ul style="list-style-type: none"> Students are able to perform conversation in front of the others. 	<p><i>Customer: Oh, yes. I like a lot. It's too good.</i></p> <p><i>Assistant: Mmm, yes. I think it suits you.</i></p> <p><i>Customer: Really? Well, OK then. I'll take it.</i></p> <p><i>Assistant: And the shirt as well?</i></p> <p><i>Customer: Er, well. What size it is?</i></p> <p><i>Assistant: It's a medium. I'm sure it'll fit you and it will go very nicely with the jacket.</i></p> <p><i>Customer: OK. I will take the shirt as well.</i></p> <p>• Language Focus</p> <p>» Key vocabulary (clothing terms)</p> <p>» Key expressions:</p> <p>- <i>What can I do for you? / Do you need any help?</i></p> <p>- <i>Excuse me, could you help me, please? / do you think you could help me?</i></p>			<p>voluntarily perform the expressions of asking for helps based on the provided pictures (Task 4).</p> <p>8. Maintaining students and the teacher listen to give comments after the performance.</p> <p>Production (45'):</p> <ol style="list-style-type: none"> Teacher introduces 'Shopping Lists' game activity Students pay attention to teacher telling the rule of the game to the students and giving model on how to play the game Students perform the game Teacher and other students give feedback 		
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Opening An Account	-	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>	2.1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	<ul style="list-style-type: none"> • Students are able to identify some expressions for offering helps, accepting offers and declining/ refusing offers in a bank based on the recording. • Students are able to ask for services in a bank with proper expressions. • Students are able to determine appropriate expressions for handling guest in a bank. • Students are able to arrange jumbled words into a good expression. • Students are able to practice the expressions appropriately. • Students are able to make and practice conversation 	<ul style="list-style-type: none"> • Language Function <ul style="list-style-type: none"> » Offering to do something, accepting an offer and refusing an offer in the bank. <p>Example: <i>Customer: Excuse me.</i> <i>Clerk: Yes, how can I help you?</i> <i>Customer: I'd like to open a new account.</i> <i>Clerk: Sure. Can you fill in this form? This will be useful for us to identify your data.</i> <i>Customer: Yes. Anyway, what services or facilities offered by your bank?</i> <i>Clerk: We offer you some beneficial services. But, this will be further explained by our New Accounts Manager.</i> <i>Customer: Oh... I see. Here is the form.</i> <i>Clerk: Yes, thank you. Can I</i> </p>	1. Audio material 2. Computer 3. Speaker 4. Handout 5. Board 6. E-book <i>Real Listening and Speaking 1 with Answers</i> 7. Dictionary	2 nd Cycle	Presentation (5'): <ol style="list-style-type: none"> 1. Students are asked to share and discuss some words related to the topic. 2. Students are asked to discuss their experiences about what they usually do in the bank. 3. Students listen while the teacher gives additional clarifications. Practice (20 minutes): <ol style="list-style-type: none"> 1. Students listen to the recording (Task 1) and complete the notes based on what they have heard. 2. Students are asked voluntarily and orally mention and answer. 3. Students are asked to listen to the recording again (Task 2). 4. Students identify the use of expressions based on the recording. 5. Students arrange jumbled words into a good sentence about the use of expressions to explain wants (Task 3). 6. Students are asked to speak the proper arrangement. Production (45'): <ol style="list-style-type: none"> 1. Students are asked to 	2 x 45'	- Audio material - Conversation guide
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				<p>about asking for helps and handling guests in a bank based on the provided guidelines.</p> <ul style="list-style-type: none"> Students are able to perform conversations of asking for helps and handling guests in a bank. 	<p>take a look at your ID card, please? <i>Customer: Of course.</i> <i>Clerk: OK. You have been registered and please wait for a moment for your new bank card.</i> <i>Customer: Okay.</i></p> <p>• Language Focus</p> <p>» Key vocabulary (bank's terms)</p> <p>» Key expressions:</p> <p>Guest handling <i>Welcome to our bank.</i> <i>How can I help you?</i> <i>Can you fill in this form, please?</i> <i>Can you show me your bank card, please?</i></p>			<p>make dialogue based on the provided guidelines (Task 5).</p> <ol style="list-style-type: none"> Students pay attention to teacher tells the steps of making the dialogue. Students work in pairs and make the dialogue. Students are asked to practice and perform the dialogue (about 3 minutes for each performance). Teacher and the maintaining students give feedback. 		
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LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Division	:	Multimedia
Topic	:	New Schedule
Meeting	:	1 st meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Using expressions of asking for and giving information in the daily life context appropriately.

I. Indicators:

In the end of the lesson, the students are able to:

1. practice provided dialogue about asking for and giving information in the correct intonation.
2. identify the use of pronominal (WH) questions and verbal (Yes-No) questions from the provided dialogue.
3. use appropriate questions and the intonation to practice dialogue about asking for and giving information.
4. make and practice dialogue about asking for and giving information based on the topic.
5. perform dialogue about asking for and giving information based on the topic.

II. Learning Materials:

1. Vocabulary Link (New Schedule in School)

Lists of Pronouns:

I	You	They	We
He	She	It	

Lists of Verbs:

write	draw	learn	get
study	listen	copy	check

Lists of Nouns (Subjects at School):

English	Sociology	Mathematics	Geography
Religious Education	Information Technology (IT)		
Physical Education	French	Music	Literature
Social Education	Science	Visual Arts	History

2. Asking for and Giving Information

Sample of dialogue

Joey	:	<i>Have you got your schedule for this semester, Gil?</i>
Gilbert	:	<i>Yes, Joe, I have. It's going to be quite hard.</i>
Joey	:	<i>Really? What subjects do you have?</i>
Gilbert	:	<i>Hmm. I've got Photoshop on Tuesday and Thursday at 7.</i>
Joey	:	<i>Oh, 7! That's early. Do you have any lessons after that?</i>
Gilbert	:	<i>Yes. Straight after break time at 10 I have lessons on English and Arts.</i>
Joey	:	<i>That sounds OK. What about your evening? Do you free?</i>
Gilbert	:	<i>Yes, but only Tuesday. On the other days, I have additional subjects scheduled in the evening.</i>
Joey	:	<i>That sounds interesting. So, what other subjects do you have?</i>
Gilbert	:	<i>I've got Religious Education, Math, Physics and Corel Draw.</i>
Joey	:	<i>Wow. That's a lot of subjects.</i>
Gilbert	:	<i>I know. I hope they'll be good.</i>

Key Expressions:

Asking for information:

- Can you tell me...?
- I'd like to know...
- Did you know about...?
- Has she told you...?
- Have you heard about...?

Giving information:

- Yes, I know about...
- I've been told...
- I heard about...
- They say...
- ..., you know.

3. Pronominal Questions (WH Questions)

From the previous dialogue, we got this expression.

"What subjects do you have?"

Other examples:

Where does your class begin?

When do you have Physical Education?

Who puts this French dictionary in your bag?

Intonation: Falling (____ ↘)

4. Verbal Questions (Yes-No Questions)

From the previous dialogue, we got this expression.

“Do you have any lesson after that?”

Other examples:

Does she bring my IT book?

Is it easy to draw using Corel Draw?

Have you got your schedule?

Intonation: Raising (____ ↗)

III. Teaching Method:

1. Discussion
2. Tasking (speaking performance)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic
5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (70 minutes)

❏ **Presentation** (10 minutes):

1. Students are asked to share some words related to the topic.
2. Students discuss the words and look for the meaning of each word.
3. Students are asked to practice and discuss provided dialogue (Task 1).
4. Students identify the use of pronominal (WH) and verbal (yes-no) questions based on the dialogue and teacher writings (some examples of expressions) on board.
5. Students listen to the teacher clarifications about the pattern, intonations and the use of pronominal (WH) and verbal (yes-no) questions.

❏ **Practice** (20 minutes):

1. Students are asked to practice the dialogue with a partner (Task 1).
2. Students discuss the questions.
3. Students are asked to practice pronouncing the words on the handout related to the topic.
4. Some pairs of students read the dialogue aloud.

5. Students are asked to discuss the correct arrangement of jumbled words to be formed in an appropriate question (Task 2).
6. Students are asked voluntarily and orally tell the correct forms.
7. The students are asked to make questions both pronominal and verbal questions for each picture (Task 3).
8. Students are asked to work in pairs and make questions based on the schedule in handout (Task 4) while other students listen and prepare for their turn.

▣ **Production** (40 minutes):

1. Students are asked to make a dialogue based on the provided schedules (Task 5).
2. Students perform the dialogue in front of the class in pairs.
3. Teacher gives feedback.

C. Closing Activity (10 minutes)

1. Students reflect on the teaching and learning activity.
2. Teacher summarizes the teaching and learning activity.
3. Teacher closes the class.

V. Learning Sources/ Learning Media:

1. Handout
2. Photographs
3. Board
4. Computer
5. Dictionary
6. E-Books

Craven, Miles. *Real Listening and Speaking 1 with Answers*. 2008. UK: Cambridge University Press

VI. Evaluation/ Assessment:

Technique: Performance assessment of pairs' dialogue.

Instruments: Rating scales, Assessment rubrics and criteria of speaking

Yogyakarta, August 8th, 2012

Approved by:

Classroom English Teacher,

Researcher,

Ulfah Chasanah, S.Pd.
NBM

Ayu Dewi Warastuti
NIM 08202241010

New Schedule

Task 1

Study and discuss the following dialogue. Then, answer the questions.

Joey	:	Have you got your schedule for this semester, Gil?
Gilbert	:	Yes, Joe, I have. It's going to be quite hard.
Joey	:	Really? What subjects do you have?
Gilbert	:	Hmm. I've got Photoshop, on Tuesday and Thursday at 7.
Joey	:	Oh, 7! That's early. Do you have any lessons after that?
Gilbert	:	Yes. Straight after break time at 10 I have lessons on English and Arts.
Joey	:	That sounds OK. What about your evening? Do you free?
Gilbert	:	Yes, but only Tuesday. On the other days, I have additional subjects scheduled in the evening.
Joey	:	That sounds interesting. So, what other subjects do you have?
Gilbert	:	I've got Religious Education, Math, Physics and Corel Draw.
Joey	:	Wow. That's a lot of subjects.
Gilbert	:	I know. I hope they'll be good.

Adapted from Real Listening and Speaking (page 99)

Questions

1. What does Joey express to ask for information?
2. How does Gilbert response to give information?

Try to pronounce these words.

English /' ɪŋ.ɡl /

Sociology /,s .si' l. .d i/

Mathematics /,mæ 'mæt.ɪks/

Geography /d i' g.r .fi/

History /'hɪs.t ə r.i/

Education /,ed.j 'ke.ɪ ə n/

Religious Education /rɪ' lɪd .əs/

Physical Education /'fɪz.ɪ.kəl/

Information Technology (IT) /,aɪ'ti:/ or /,ɪn.fə'meɪ.ən tek'nɪl. d i/

French /fren tʃ/

Music /'mju:zɪk/

Visual Arts /'vɪʒ.uəl ɑ:ts/

Literature /'lɪt. ə r.ɪ.tʃər /

Science /saɪəns /


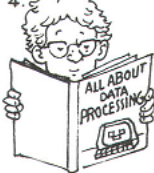




Task 2

Rearrange the following words into an appropriate form of questions.

1. study – subjects – this – how many – you – do – semester – for?
2. favorite – what – most – your – is – subject?
3. with – learning – do – you – technology – enjoy?
4. you – tell – your – Wednesday’s schedule – about – can – me?
5. English – why – begin – the – class – does – at 9?

Task 3

Look at the pictures in table below. Make questions as the example given. Practice the questions and friend next to you will answer your questions.

<p>1.</p> 	<p>Questions:</p> <ol style="list-style-type: none"> 1. Is he studying Math? No, he is not. 2. What subject is he studying? He is studying Literature
<p>4.</p> 	<p>Questions:</p>
<p>6.</p> 	<p>Questions:</p>
<p>7.</p> 	<p>Questions:</p>
<p>10.</p> 	<p>Questions:</p>
<p>12.</p> 	<p>Questions:</p>

Pictures taken from Words Games with English (page 45)

Task 4

Work in pairs. Make questions for the schedule below. Then, speak out the questions you made.

Weekly Schedule		
Class	Time	Day(s)
English	8:30 am	Tuesdays & Thursdays
Mathematics	7 am	Tuesdays & Thursdays
Information Technology (IT)	11:45 am	Mondays, Wednesdays & Fridays
History	9:15 am	Mondays
Religious Education	11 am	Wednesdays and Fridays

Adapted from Real Listening and Speaking 1 (page 72)

Task 5 (pre-test)

Work in pairs. Make a dialogue based on the following situation. Then, perform your dialogue.

There is a big test next week. You and your partner want to study together. Based on the one day schedules (on Friday) below find a time when you are both can learn together.

Student A	Students B
07 am - 11 am > learn at school	07 am - 11 am > learn at school
11 am > eat lunch	11 am > go to the library
11 : 30 am > go to Masjid	12 pm > eat lunch
1 pm > follow extracurricular activity	12 : 30 > math private
3 pm > English private	3 pm > go to swimming pool
6 : 30 pm > learn	6 pm > learn
8 pm > eat dinner	8 pm > watch movie

Answer key (task 1)

1. How many subjects do you study for this semester?
2. What is your most favorite subject?

3. Do you enjoy learning with technology?
4. Can you tell me about your Wednesday's schedule?
5. Why does the English class begin at 9?

LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Department	:	Multimedia
Topic	:	Getting to Know You
Meeting	:	2 nd meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	1. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Using expressions of asking for and giving information in the daily life context appropriately.

I. Indicators:

In the end of the lesson, the students are able to:

1. practice provided dialogue about asking for and giving information.
2. identify the use of question tags in the provided dialogues.
3. identify the intonation used to express question tags based on the recording.
4. complete exercise about the use of question tags.
5. practice making questions about asking for information (game preparation).
6. perform conversation about asking and giving information.

II. Learning Materials:

1. Vocabulary Link

List of Pronouns:

I	You	They	We
He	She	It	

List of Verbs:

cook	sleep	have breakfast	wash	clean
feed	play	do the shopping	teach	act
read	watch	paint	do gardening	work

List of Nouns:

Occupation: housewife, teacher, policeman, technician, nurse, fireman, pianist, librarian, secretary, actress, manager, doctor.
Hobbies: sports (football, swimming, tennis, etc.), gardening, reading, painting.

List of Adverbs:

always	frequently	regularly/ quite often
sometimes	occasionally	never
seldom (formal)/ hardly ever/ rarely		

2. Asking and Giving Information

Sample of dialogue

Jay : Hi, Carl... How's life?
 Carl : Hello, Jay. I'm fine. Thanks. What do you think when Richard, my elder brother, arrives at the school at 7?
 Jay : He gets up at 6.30 a.m., doesn't he?
 Carl : Hmm, actually he gets up about six fifteen.
 Jay : What time is breakfast at your house, then?
 Carl : Breakfast is always at a quarter to seven.
 Jay : Well, I'd like to know that he will be in hurry or not.
 Carl : Of course. But he'll be on time. The school is not far from our house.

3. Question Tags

From the dialogue above, we find this expression:

"He gets up at 5 a.m., doesn't he?"

The underlined part shows us the form of question tags.

Other examples:

Positive statement with negative tag

- ⇒ You are already tired, *aren't you?*
- ⇒ She was visiting her mother, *wasn't he?*
- ⇒ He came to see you, *didn't he?*
- ⇒ We can go tomorrow, *can't we?*

Negative statements with positive tags

- ⇒ You are not from Surabaya, *are you?*
- ⇒ She is not well tonight, *is she?*
- ⇒ He doesn't like coffee, *does he?*
- ⇒ We shouldn't tell her, *should we?*
- ⇒ They won't see us, *will they?*

4. "Twenty Questions" Game

Twenty Questions

Level: Any Level

This game is applied to practice the students' comprehensibility about how to make questions to get information. The game's rule is provided in the appendix.

Some examples of questions used to guess about “Would I find this in the house”? (If not assume it is outside)

Does it weigh more than 10 pounds?

Does it have wheels?

Does it have a motor?

Does it make noise?

Do you have one?

Would you like one?

Can you eat it?

Can you wear it?

Is it used in the summer? (if not therefore it is used in winter)

Students may answer only YES or NO or MAYBE and keep track of the number of questions.

III. Teaching Method:

1. Discussion
2. Tasking (communication game)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic
5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (75 minutes)

▣ Presentation (10 minutes):

1. Students are asked to find and share some words related to the topic.
2. Students are asked to discuss and practice provided dialogue (Task 1).
3. Students identify the pattern and the use of question tags based provided dialogue.
4. Students listen to the teacher explanation about the pattern and the use of question tags with some more examples.

▣ Practice (20 minutes):

1. Students are asked to prepare listening activity (Task 2).
2. Students are asked to listen to a recording.
3. Students then complete exercises related to the use of question tag.
4. Students practice to speak some sentences after the teacher plays the recording.
5. Students are asked voluntarily and orally tell the correct forms.

6. Teacher provides next task (Task 3) for the students for matching tags.
7. Some students are given opportunity to practice the question tags in the correct intonation after they finish completing them all.

❑ Production (45 minutes):

1. Teacher introduces 'Twenty Questions Game' activity (Task 4).
2. Students listen while the teacher tells the rule of the game.
3. Teacher gives models on how to play the game.
4. Students and the teacher prepare to start the activity.
5. Students perform the game.
6. Teacher and other students give feedback.

C. Closing Activity (5 minutes)

1. Students reflect on the teaching and learning activity.
2. Teacher summarizes the teaching and learning activity.
3. Teacher closes the class.

V. Learning Sources:

1. Handout
2. Computer
3. Speaker
4. Cards
5. Board
6. Dictionary
7. E-Books

Craven, Miles. *Real Listening and Speaking 1 with Answers*. 2008. UK: Cambridge University Press

VI. Evaluation:

Oral Test/ Quiz (Performance test)

Yogyakarta, August 8th, 2012

Approved by:

Classroom English Teacher,

Researcher,

Ulfah Chasanah, S.Pd.

NBM

Ayu Dewi Warastuti

NIM 08202241010

Getting to Know You

Task 1

Discuss and practice the dialogue below with your tablemate. Then, state whether the sentences below the dialogue are true or false.

Jay : Hi, Carl... How's life?
 Carl : Hello, Jay. I'm fine. Thanks. What do you think when Richard, my elder brother, arrives at the school at 7?
 Jay : He gets up at 6.30 a.m., doesn't he?
 Carl : Hmm, actually he gets up about six fifteen.
 Jay : What time is breakfast at your house, then?
 Carl : Breakfast is always at a quarter to seven.
 Jay : Well, I'd like to know that he will be in hurry or not.
 Carl : Of course. But he'll be on time. The school is not far from our house.

1. Carl has breakfast at a quarter to seven.
2. Jay asks about Carl's schedule for dinner.
3. The school is far from Carl's house.
4. Richard usually gets up at 6.15 am.
5. Jay and Richard are family.

Task 2

Listen to the recording. Pay attention to the speaker's intonation and complete the exercises.

Sound smart

Intonation in question tags

- 1 6 The way you say a question tag gives its meaning. Listen to the same sentence spoken twice. In A the speaker is asking a genuine question, but in B the speaker is asking for agreement.
 A Helen lives in Hong Kong, doesn't she?
 B Helen lives in Hong Kong, doesn't she?
- 2 7 Circle the correct answer to complete the rules.
 To ask a genuine question, your voice should go UP / DOWN.
 To ask for agreement, your voice should go UP / DOWN.
- 3 7 Listen to these sentences and tick ✓ the ones that are genuine questions.
 a ☒ b ☐ c ☐ d ☐ e ☐
 f ☐ g ☐ h ☐ i ☐ j ☐
- 4 7 Listen again and repeat each sentence using the same intonation.

Task 3

Match the incomplete questions in column A with the appropriate tags in column B.

A	B
1) They work hardly,?	a. doesn't she
2) She is not a dancer,?	b. shall we
3) Let's study this material,?	c. don't they
4) Come to my birthday party,?	d. don't we
5) Without his glasses, he can't see us,?	e. can he
6) We plan to visit Dian tomorrow,?	f. is she
7) Your sister always gets up late on Sunday,?	g. haven't they
8) They've been to Bali,?	h. Won't you

Task 4 (Playing Games)

TWENTY QUESTIONS GAMES

How to play:

1. the class is divided into 4 groups (7-9 students)
2. the groups are named, for example, group A, B, C, and D.
3. each group will get cards. Group A & C will get GUESSING CARDS and Group B & D will get INFORMATION CARDS.
4. the game starts to be played, group A is paired with B and C is paired with D.
5. the groups who get GUESSING CARDS have to make questions to get the information from another group.
6. the questions are in the form of verbal questions (YES/ No questions) and they are not more than 20 questions.
7. the choice of answers are "NO", "POSSIBLY/ MAYBE", and "YES".
8. the less questions from the guesser group the more opportunity to be the winner.

Answer Keys

Task 1

1. true
2. false
3. false
4. true
5. false

Task 2

2. up, down
3. d, f, h, j

Task 3

1. don't they
2. is she
3. shall we
4. won't you
5. can he
6. don't we
7. doesn't she
8. haven't they

Audio script

(Task 2)



- A Helen lives in Hong Kong, doesn't she?
 B Helen lives in Hong Kong, doesn't she?



- a Sam and Kevin are divorced, aren't they?
 b You don't want to go out tonight, do you?
 c Jason can speak French, can't he?
 d You haven't eaten dinner yet, have you?
 e She won't come to the party, will she?
 f I didn't forget your birthday, did I?
 g He looks much younger than her, doesn't he?
 h We're not going in there, are we?
 i Everything will be all right, won't it?
 j I'm not late, am I?

GUESSING CARDS

<p>a technician with two children</p> <p>a grandmother who lives in Hull</p> <p>a 24-year-old nurse</p> <p>an electrician who plays the guitar</p> <p>a policewoman who lives in Oxford</p> <p>a lazy student</p> <p>a 54-year-old housewife</p> <p>an accountant who likes fishing</p>	<p>John Peters</p> <p>Alice Summers</p> <p>Susie Parker</p> <p>Barbara Holbrook</p> <p>Elsie Lewis</p> <p>Tim Fowler</p> <p>Tony Owen</p> <p>Jim Smith</p>
<p>a fireman who likes judo</p> <p>a married teacher</p> <p>a teacher who lives in Liverpool</p> <p>a librarian who likes crosswords</p> <p>a secretary who is also a pianist</p> <p>a hard-working bank manager</p> <p>an actress who lives in Plymouth</p> <p>a 37-year-old doctor with two children</p>	<p>Chris Platt</p> <p>Steve Jenkins</p> <p>Harry Myers</p> <p>Celia Parsons</p> <p>Sarah Thomas</p> <p>Sally Jones</p> <p>David Oldham</p> <p>Sam Stevens</p>

INFORMATION CARDS

<p>John Peters Age: 26 Lives in London Married Two children: Tim and Andy Job: technician Hobbies: tennis, football</p>	<p>Elsie Lewis Age: 65 Lives in Hull Married Four children and six grandchildren Retired Hobbies: gardening</p>
<p>Alice Summers Age: 24 Lives in Exeter Married Three children: Sally, Tom and Sue Job: nurse Hobbies: swimming, sailing</p>	<p>Tim Fowler Age: 36 Lives in Brixham Married Two children: Robert and Oliver Job: electrician Hobbies: guitar</p>
<p>Susie Parker Age: 35 Lives in Oxford Not married Job: policewoman Hobbies: knitting, cooking</p>	<p>Tony Owen Age: 24 Lives in Brighton Not married Job: student Hobbies: drinking and talking</p>
<p>Barbara Holbrook Age: 54 Lives in Bristol Married Two children: Tessa and John Job: housewife Hobbies: theatre, reading</p>	<p>Jim Smith Age: 28 Lives in Southampton Married One child: Simon Job: accountant Hobbies: fishing</p>

Sam Stevens Age: 43 Lives in York Married Three children: Anne, Jane and Linda Job: fireman Hobbies: judo, football	Chris Platt Age: 31 Lives in Maidstone Married No children Job: teacher Hobbies: gardening
David Oldham Age: 27 Lives in Liverpool Not married Job: teacher Hobbies: woodwork, painting	Steve Jenkins Age: 24 Lives in Glasgow Divorced No children Job: librarian Hobbies: crosswords
Sally Jones Age: 46 Lives in York Not married Job: secretary Hobbies: playing the piano	Harry Myers Age: 62 Lives in Birmingham Married Three children: Josephine, Rebecca and Edward Job: bank manager Hobbies: work
Sarah Thomas Age: 32 Lives in Plymouth Not married Job: actress Hobbies: reading, art	Celia Parsons Age: 37 Lives in London Married Two children: Patricia and Caroline Job: doctor Hobbies: pottery

LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Division	:	Multimedia
Topic	:	Spending Free Time
Meeting	:	3 rd meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Using expressions of asking for and giving information in the daily life context appropriately.

I. Indicators:

In the end of the lesson, the students are able to:

1. identify some expressions for asking and giving personal information about preference based on the given dialogue.
2. determine the use of gerund (verb+ing form) to ask and tell about preference.
3. practice dialogue about the topic discussed.
4. make a short dialogue based on the picture on card given by the teacher.
5. practice the conversation about asking and telling personal information about preference.

II. Learning Materials:

1. Vocabulary Link (Preference)

List of Nouns

cards, chess, shoes, clothes, cakes, ice cream, guitar, piano, book, stamps, camera, coins, antiques, hiking, camping, climbing, jogging, hunting.

List of Verbs

make, take photographs, practice, spend, save, do, play, enjoy, join.

List of Adjectives

expensive, cheap, difficult, easy, fresh, good, bad, dangerous, interested.

2. Talking about interest/ preference (asking and giving personal information)

Sample of a dialogue on asking and giving personal information about preference/

interest.

Sophie: *What do you prefer to do in your spare time, Martin?*

Martin: *I like jogging very much. I do it almost every Sunday morning.*

Sophie: *You do? Hey, we share the same hobby then.*

Martin: *That's really good. I usually do it with my brother. How about doing jog with us?*

Sophie: *Serious? Let's do jogging together next week.*

Martin: *OK.*

Key expressions

Asking for preference:

- Do you prefer ... **Gerund/Noun** or **Gerund/Noun** ...?
- Which would you prefer ?
- Do you like ... **Noun** or **Gerund** ... better/ more than ... **Noun** or **Gerund**?

Telling preference:

- I prefer ... **Noun** or **Gerund** ...
- I like ... **Noun** or **Gerund** ... better than ... **Noun** or **Gerund**
- I like both.
- I don't like either of them.

Examples:

- *She prefers English lesson to mathematics.*
- *I'd prefer to drink coffee rather than milk.*
- *They like swimming better than running.*
- *He would rather be a teacher than taxi driver.*

3. Gerund (Verb+ing)

From the dialogue, there are some verb forms with the suffix -ing.

"I like jogging very much"

The underlined word above is considered as the form of GERUND.

Other examples:

- **Reading** English is easier than speaking it. (subject)
- My favorite sport is **running**. (subjective complement)
- She likes **dancing**. (direct object)
- I am fond **of eating** bakso. (object of preposition)
- My hobby, **fishing**, is interesting. (appositive)

4. "Truth or Lie?" Game

Truth or Lie?

Level: Any Level

This can be used for speaking practice (asking and telling about personal information).

Following are the example of questions. You can use different ones, obviously.

Have you ever...

- spoken to a famous person?
- danced on a table in a public place?
- been trapped in a lift?
- taken an illegal drug?
- sung karaoke?

appeared on television?
 left a bar or restaurant without paying?
 written graffiti on a wall?
 appeared in a photograph in a newspaper?
 chased a criminal?

A typical exchange might be something like:

- **Have you ever** swum naked in the sea?
- Yes I have.
- **Where did you** do it?
- Erm. On holiday in Majorca.
- **Who were you** with?
- Some friends.
- **What were** their names?
- Erm...etc.

III. Teaching Method:

1. Discussion
2. Tasking (speaking performance)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic
5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (75 minutes)

📌 Presentation (10 minutes):

1. Students are asked to find and share some words related to the topic
2. Students are asked to discuss provided dialogue (Task 1)
3. Some students practice the dialogue.
4. Students identify the expressions of asking for and giving personal information about preferences (the use of gerund) from some examples given by the teacher.

📌 Practice (20 minutes):

1. Students complete the exercise based on the picture (Task 2). Then, the whole class discusses the task.
2. The students are asked to make a short dialogue based on the pictures they get (Task 3).
3. Some pairs of students (chosen randomly by the teacher) practice the dialogue.
4. Students are asked to make a group of four (Task 4).
5. Students match the interest/ preference with the most appropriate

picture.

6. The whole class is asked to practice the dialogues in their seat loudly while teacher observes it in whole (3-5 minutes).

▣ Production (45 minutes):

1. Teacher introduces 'Truth or Lie?' activity (Task 5).
2. Students listen while the teacher tells the rule of the game.
3. Teacher gives model on how to play the game.
4. Students perform the game.
5. Teacher and other students give feedback.

C. Closing Activity (5 minutes)

1. Teacher checks the students understanding (gives some questions related to what have been learnt).
2. Students reflect on the teaching and learning activity.
3. Teacher summarizes the teaching and learning activity.
4. Teacher closes the class.

V. Learning Sources:

1. Handout
2. Computer
3. Pictures on cards
4. Board
5. Dictionary
6. E-Books

Craven, Miles. *Real Listening and Speaking 3 with Answers*. 2008. UK: Cambridge University Press

Word Games with English 2 by Deirdre Howard-William and Cynthia Herd (ISBN 0 435 28381 2, Heinemann Educational Books)

VI. Evaluation:

Oral Test/ Quiz (Performance test)

Yogyakarta, August 8th, 2012

Approved by:

Classroom English Teacher,

Researcher,

Ulfah Chasanah, S.Pd.

NBM

Ayu Dewi Warastuti

NIM 08202241010

Spending Free Time

Task 1

Discuss the dialogue below and answer the questions. Then, practice the dialogue with your tablemate.

Sophie: *What do you prefer to do in your spare time, Martin?*

Martin: *I like jogging very much. I do it almost every Sunday morning.*

Sophie: *You do? Hey, we share the same hobby then.*

Martin: *That's really good. I usually do it with my brother. How about doing jog with us?*

Sophie: *Serious? Let's do jogging together next week.*

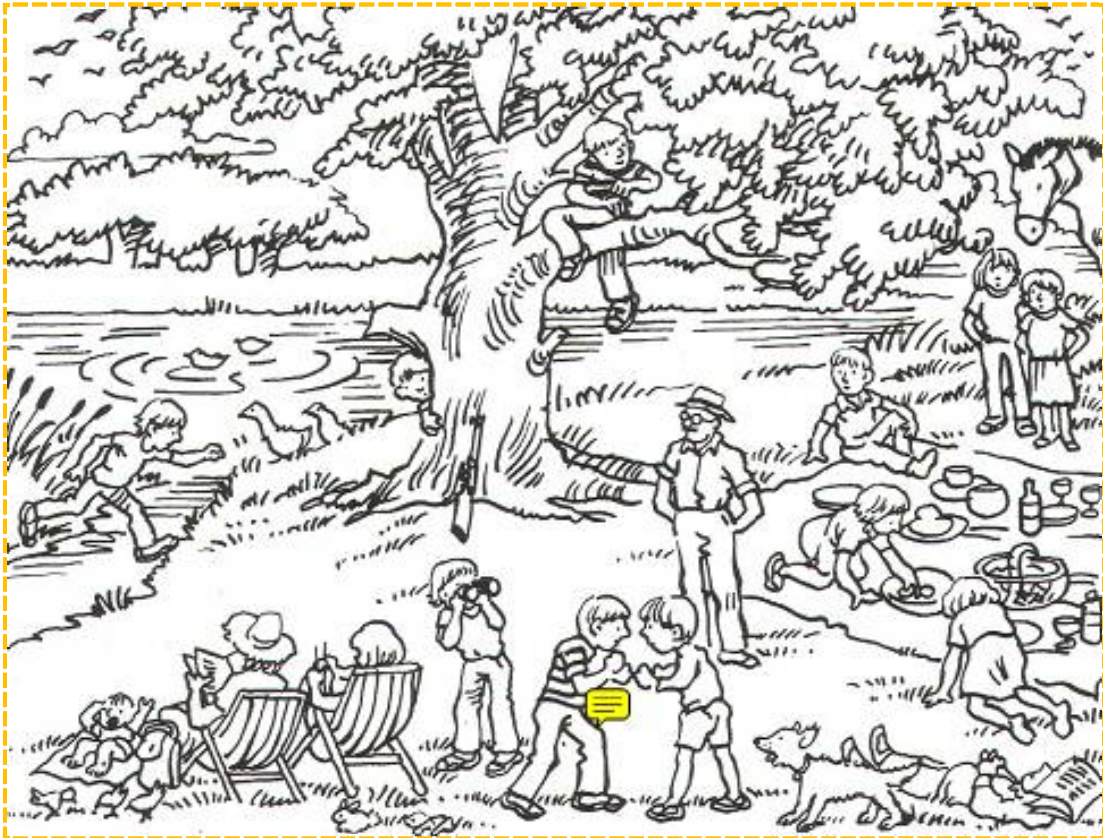
Martin: *OK.*

Questions.

1. What are they talking about?
2. When does Martin usually do jogging?
3. Why does Sophie invite Martin to do jogging together?
4. Does Sophie ask Martin about his hobby? How does she express?

Task 2

You'll get a TRUE or FALSE exercise about A Picnic in the Country. Get the correct answer for each statement.



For example:

1. Someone's reading.
2. Someone's swimming.
3. Someone's driving.
4. Someone's climbing.
5. Someone's drinking.
6. Someone's riding.
7. Someone's resting.
8. Someone's fighting.
9. Someone's jumping.
10. Someone's sewing.

True	False
X	
	X

11. Someone's crying.
12. Someone's shaving.
13. Someone's hurrying.
14. Someone's laughing.
15. Someone's hiding.
16. Someone's standing.
17. Someone's leaving.
18. Someone's shooting.
19. Someone's watching.
20. Someone's running.

True	False

Adopted from: Word Games with English 2 (page 9).

Task 3

Work in pairs. You'll have a card showing picture about free time and entertainment. Make a short dialogue for a picture you get. Then, practice it.

Task 4

Work in a group of four. Match the interest/ preference below with the most appropriate picture (1-6). Then, practice to ask and tell about interests/ preferences of each number.

Example (number 1):

A: What do you prefer to do on weekend?

B: I and my family prefer to have sun-bathing to spend our weekend.

C: You do sun-bathing in the beach, don't you?

B: Yeah. We enjoy it much.

D: How do you go there?

B: We ride our car.

A: I think it's a nice trip.

traveling by a cruise – sun-bathing – riding bike – traveling by bus – camping – skiing



Pictures taken from Real Listening and Speaking 3 (page 34)

Task 5 (Playing Games)

“TRUTH OR LIE?” GAME

How to play:

1. Based on a group of three (it can be done in pairs, or fours if you write some more questions), each student has **a piece of paper with five questions** on it and takes it in turns to ask the person on their **left** one of their questions.
2. The student answering the question must answer 'Yes I have.' regardless of the truth.
3. The student who asked the question can then ask as many further questions as he likes in order to help him decide whether the truth is being told or not. Obviously, sometimes they'll be telling the truth.
4. The third student can also join in with questions, thereby 'ganging up' on student B.
5. Listen how your friend fabricates stories in an attempt to avoid questions! When the first student feels he is heard enough he says 'No further questions' and writes 'True' or 'False' next to the question.
6. The game then carries on (student B asks a question to student C and so on).
7. When all the questions have been asked, the papers are passed to the left for marking i.e. the truth is revealed.

Answer Key

Task 2

	True	False
1. Someone's reading.	X	
2. Someone's swimming.		X
3. Someone's driving.		X
4. Someone's climbing.	X	
5. Someone's drinking.		X
6. Someone's riding.		X
7. Someone's resting.	X	
8. Someone's fighting.	X	
9. Someone's jumping.	X	
10. Someone's sewing.	X	
11. Someone's crying.	X	
12. Someone's shaving.		X
13. Someone's hurrying.		X
14. Someone's laughing.		X
15. Someone's hiding.	X	
16. Someone's standing.	X	
17. Someone's leaving.		X
18. Someone's shooting.		X
19. Someone's watching.	X	
20. Someone's running.		X

LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Division	:	Multimedia
Topic	:	Staying at A Hotel
Meeting	:	4 th meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Practicing the use of expressions for offering helps, accepting offers and declining/ refusing offers in the hotel.

I. Indicators:

In the end of the lesson, the students are able to:

1. Identify the use of expressions for offering helps, accepting offers and declining/ refusing offers in the hotel based on the dialogue and recording.
2. Complete exercises related to some vocabulary used for the next activities.
3. Determine appropriate expressions for handling guest.
4. Practice to use of “too” and “enough” in the conversation of handling guest in a hotel.
5. Practice the expressions of handling guest in a short conversation.
6. Exchange information related to the topic through game play.

II. Learning Materials:

1. Vocabulary

List of Words

Noun	reservation, guest, receptionist, porter, chambermaid, cafeteria, room, lobby, bill, service, five-star hotel, full board, half board, tip.
Verb	check-in, check-out, book, pay, spend the night, arrive, have breakfast, carry, tip.

2. Handling Guest in A Hotel

Sample of dialogue about handling guest in a hotel

Checking-in

R: receptionist **G: Guest**
R: *Good afternoon.*
 Welcome to the Grand Woodward Hotel. *How may I help you?*
G: I have a reservation for today. It's under the name of Peter Walker. We've reserved a double room for you with a view of the ocean for two nights. Is that correct?
R: Yes, it is.
G: Hmm. Ok, so what room am I in?
R: Room 487. *Here is your key.*
G: Great. Thanks.
R: *If you have any questions or requests, please dial 'O' from your room.* Also, there is internet available in the lobby 24 hours a day.
G: Ok, thanks for providing enough information of this hotel.
R: My pleasure, sir. *Have a wonderful stay* at the Grand Woodward Hotel.

Key Expressions

From the dialogue above, there are some expressions used in handling guest, especially in a hotel, such as:

How may I help you?

If you have any questions or requests, please dial 'O' from your room.

Have a wonderful stay...

Can I help you?

There are some other particular expressions usually used in handling guests. Here are some of them.

Welcome to our hotel.

Hope you enjoy your stay.

Have a nice rest, Sir/Ma'am.

Would you like some help with your luggage?

Here is your key.

Please, check your bill.

3. The use of “too” and “enough”

Too and Enough

Too and **enough** indicate degree. They are used with adjectives.

- **Too** means more than what is needed.
- **Enough** means sufficient.

Examples

He is **too old** to be hotel manager.

Dave is **intelligent enough** to do the write thing.

You're not working **fast enough**

I don't have **enough time**.

He has *too many works*.

She has got *too much patience*.

Use of **too** and **enough**

1. **Enough** precedes adjectives and adverbs:

He isn't *old enough* to be an office boy.

We're not working *quickly enough*.

2. **Enough** may also precede nouns:

We have *enough money*.

I have not got *enough money* to buy this computer.

3. **Too** comes before adjectives and adverbs:

It's *too hot* in this room.

I was serving customers *too fast*.

4. **Too** may also come before nouns when it is used with the expressions **too much** and **too many**.

a. **Too much** is used before uncountable nouns.

There is *too much salt* in this food.

b. **Too many** is used before countable nouns

There are *too many tourists* in this hotel.

Adapted from http://www.myenglishpages.com/site_php_files/grammar-lesson-too-enough.php

4. “Looking for A Hotel” Game

Looking for A Hotel

This game may help students to develop their communication skills and helps them get comfortable with speaking and interacting with all the students in the class.

Type of activity: whole class, simulation

Function practiced: reserving hotel accommodation

e.g.

- Have you got/ Can I have a single/ double room with shower/ bath for a night?

- How much is a single/ double room?

Game adapted from: *Elementary Communication Games* (page 11)

III. Teaching Method:

1. Discussion
2. Tasking (communication game)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic

5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (75 minutes)

▣ Presentation (10 minutes):

1. Students are asked to find and share some words related to the topic.
2. Students are asked to discuss the dialogue (Task 1)
3. Students pay attention to the teacher's additional explanation and examples about the use of some expressions for offering helps, accepting offers and declining/ refusing offers in the hotel.
4. The students pay attention to the teacher explanation and examples about the use of "too" and "enough" based on the topic.

▣ Practice (20 minutes):

1. Students work with others to discuss an exercise (Task 2).
2. Students tell the answer orally.
3. Students then listen and repeat some phrases on the exercise.
4. Students arrange jumbled conversation between hotel receptionist and the guest (Task 3).
5. Students are asked to discuss the exercises in pairs.
6. Some pairs are asked to practice the well-arranged conversation.

▣ Production (40 minutes):

1. Teacher introduces 'Looking for A Hotel' game activity (Task 5).
2. Students are listening when the teacher tells the rules.
3. Teacher and some students give models of the game.
4. Students perform the game.
5. Teacher and other students give feedback.

C. Closing Activity (5 minutes)

1. Teacher checks the students understanding (asks difficulties and gives solutions)
2. Students reflect on the teaching and learning activity
3. Teacher closes the class

V. Learning Sources:

1. Handout
2. Computer
3. Audio Material
4. Speaker
5. Board
6. Dictionary
7. E-Books

Craven, Miles. *Real Listening and Speaking 1 with Answers*. 2008. UK: Cambridge University Press

Widyantoro, Agus. *Effective Communication: an integrated course of English for vocational High School*. 2008. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional)

Howard, Deirdre -William and Cynthia Herd. *Word Games with English 2* (ISBN 0 435 28381 2). Heinemann Educational Books

VI. Evaluation:

Oral Test/ Quiz (Performance test)

Yogyakarta, September 28th, 2012

Approved by:
Classroom English Teacher,

Researcher,

Ulfah Chasanah, S.Pd.
NBM

Ayu Dewi Warastuti
NIM 08202241010

Staying at A Hotel

Task 1

Discuss and practice the dialogues below with your tablemate. Pay attention to some expressions used for handling guest in the hotel.

R: receptionist

G: Guest

R: Good afternoon.

Welcome to the Grand Woodward Hotel. **How may I help you?**

G: I have a reservation for today. It's under the name of Peter Walker. We've reserved a double room for you with a view of the ocean for two nights. Is that correct?

R: Yes, it is.

G: Hmm. Ok, so what room am I in?

R: Room 487. *Here is your key.*

G: Great. Thanks.

R: *If you have any questions or requests, please dial 'O' from your room.* Also, there is internet available in the lobby 24 hours a day.

G: Ok, thanks for providing enough information of this hotel.

R: My pleasure, sir. *Have a wonderful stay* at the Grand Woodward Hotel.

Questions

1. Who is the guest?
2. What have he reserved?
3. How does the receptionist welcome the guest?
4. What does the guest say for responding the receptionist?

Task 2

You'll have an extra exercise about Hotel Signs. Complete and discuss it with your tablemate after you get an additional sheet from your teacher.

The sheet is adopted from Word Games with English 2 (page 12-13)

Task 3

In pairs, match the expressions in Hotel Receptionist column and Guest column in order to make a good dialogue. Then, act it out with your partner.

HOTEL RECEPTIONIST	GUEST
What can I do for you, Sir? [b]	a. M-E-L-S-O-N, MELSON S-A-N-T-O-S-O

Let me see, Sir. OK. We still have two standard rooms – double bed.	b. Is there any room for reservation?
Is it a family, Sir?	c. In a few minutes.
My suggestion is one standard room- double bed and an extra bed.	d. You're welcome.
Do you need any other things, Sir?	e. Mel son Santoso
When will you check in?	f. Yes, of course.
All right, Sir. The room will be ready soon. By the way, could I have your name, please?	g. No, thanks.
I beg your pardon. Could you spell it, please?	h. Fine. We need a room for three persons.
I've got it. Thank you very much, Sir.	i. That's a good idea. I get it.

Adapted from: Effective Communication

Task 4 (Playing Game)

“Looking for a Hotel” GAME

How to play (30 minutes):

1. Find 8 students to be hotel receptionists and then, they are divided into 4. Each hotel gets 2 receptionists.
2. The remaining students become customer/ tourist who want to look for hotel.
3. Students who get role to be receptionist get hotel list cards.
4. Students who get role to be customer get tourist cards.
5. The object of this game is to find the cheapest possible hotel for the night based on the card they get.
6. The game starts when a student has visited a hotel. They have to make a queue.
7. They have to make a firm when they are sure that it is the cheapest one.
8. Every 3 minutes, the receptionists of each hotel cross out a room as if they were already taken.
9. **The most guest** of the hotel can make the students who become **the receptionists win**; **the cheapest hotel** gotten can make students who become **the guest win**.

Game adapted from: Elementary Communication Games (page 11)

Receptionist Cards (Hotel List)

SUMMER HOTEL

Room number	Price
1 single	£10.00
2 single	£10.00
3 single with shower	£13.50
4 single with bath	£15.00
5 double	£17.00
6 double with shower	£18.00
7 double with bath	£20.00
8 twin-bedded	£18.00
9 twin-bedded with shower	£19.50
10 twin-bedded with bath	£20.00

WINTER HOTEL

Room number	Price
1 single	£12.00
2 single	£12.00
3 single with shower	£15.00
4 single with bath	£16.00
5 double	£16.00
6 double with shower	£17.50
7 double with bath	£19.50
8 twin-bedded	£17.00
9 twin-bedded with shower	£22.00
10 twin-bedded with bath	£23.00

SPRING HOTEL

Room number	Price
1 single	£11.50
2 single	£11.50
3 single with shower	£13.00
4 single with bath	£13.50
5 double	£15.00
6 double with shower	£19.00
7 double with bath	£21.00
8 twin-bedded	£19.00
9 twin-bedded with shower	£21.00
10 twin-bedded with bath	£22.00

AUTUMN HOTEL

Room number	Price
1 single	£14.00
2 single	£14.00
3 single with shower	£16.00
4 single with bath	£17.00
5 double	£18.00
6 double with shower	£20.00
7 double with bath	£22.00
8 twin-bedded	£20.00
9 twin-bedded with shower	£23.00
10 twin-bedded with bath	£25.00

Tourist Cards

A single room for two nights

A single room for one night

A single room with shower for two nights

A single room with bath for three nights

A double room with bath for two nights

A double room for three nights

A twin-bedded room with bath for one night

A room with twin beds for one night

A double room with shower for two nights

A twin-bedded room with shower for three nights

Answer Keys

Task 2

Hotel Signs

1. Ring for service
2. Messages for guests
3. Check in here
4. Luggage
5. Laundry
6. Porter
7. Lounge
8. Tours
9. Roof garden
10. Manager
11. Please do not disturb
12. Swimming pool

Task 3

HR: Hotel Receptionist

G: Guest

HR : What can I do for you?
 G : Is there any room for reservation?
 HR : Let me see, Sir. OK. We still have two standard rooms - double bed.
 G : Fine. We need a room for three persons.
 HR : Is it a family, Sir?
 G : Yes, of course.
 HR : My suggestion is one-standard room - double bed and an extra bed.
 G : That's a good idea. I get it.
 HR : Do you need any other things, Sir?
 G : No, thanks.
 HR : When will you check in?
 G : In a few minutes.
 HR : All right, Sir. The room will be ready soon. By the way, could I have your name, please?
 G : Melson Santoso.
 HR : I beg your pardon. Could you spell it, please?
 G : M - E - L - S - O - N, MELSON, S - A - N - T - O - S - O.
 HR : I've got it. Thank you very much, Sir.
 G : You're welcome.

LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Division	:	Multimedia
Topic	:	Shopping for Clothes
Meeting	:	5 th meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Practicing the use of expressions for offering helps, accepting offers and declining/ refusing offers in the shop.

I. Learning Objectives:

In the end of the lesson, the students are able to:

1. identify some terms related to the topic based on the given picture.
2. identify the use of expressions for offering helps, accepting offers and declining/ refusing offers in a shop according to what have been heard from the recording.
3. determine appropriate expressions of asking for helps and handling guest in a shop.
4. ask for assistant (accept and decline offers) in a shop.
5. practice short conversation in pairs about asking for helps in a shop.
6. perform conversation in front of the other students.

II. Learning Materials:

1. Vocabulary

Noun: shirt, sale, price, any kind of clothes, shop, clerk/ shop assistant, customer, changing room.

Verb: work, make, send, write, arrange, check, order, deliver, put, print, type.

2. Handling Guest in a Clothes Shop

Sample of dialogue about handling guest in a shop.

Assistant: Excuse me. Do you need any help?

Customer: No, thank you. I am fine. I'm just looking.

Assistant: That shirt's in the sale. Today's the last day.

Customer: oh, right. Hmm, well, I like the color.

Assistant: *It's Rp50.000,00 in the sale. The normal price is a hundred.*
 Customer: *Oh, OK. That's quite good. That jacket is nice. How much is it?*
 Assistant: *That's half price too – Rp90.000,00. It's leather. Would you like to try on it?*
 Customer: *Oh, yes. I like a lot. It's too good.*
 Assistant: *Mmm, yes. I think it suits you.*
 Customer: *Really? Well, OK then. I'll take it.*
 Assistant: *And the shirt as well?*
 Customer: *Er, well. What size it is?*
 Assistant: *It's a medium. I'm sure it'll fit you and it will go very nicely with the jacket.*
 Customer: *OK. I will take the shirt as well.*

Adapted from: Real Listening and Speaking 1 with Answer (audio transcript)

Key Expressions

There are some particular expressions usually used in handling guests in a shop.
 Here are some of them.

Greetings (Good morning/afternoon/evening).

What can I do for you, Sir/Ma'am?

Do you need any help?

Would you like to try on it?

Have a look, please.

I'm sorry, Sir/ Ma'am. The blue jacket you want has been sold out.

Would you like to take another color?

Thank you for shopping.

Following is some expressions to ask for help.

Excuse me, could you help me, please?

Can you help me, please?

Do you think you could help me?

3. “Shopping Lists” Game

Shopping Lists

Type of activity:

The whole class

Exchanging and collecting

Function practiced:

Asking for things in a shop

Exponent:

Have you got any/ a... ?

How much/ many do you want?

III. Teaching Method:

1. Lecturing
2. Discussion
3. Tasking (speaking performance)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic
5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (75 minutes)

❏ Presentation (5 minutes):

1. Students are asked to share and discuss some words related to the topic.
2. Students are asked to identify the picture (Task 1).
3. Students complete the exercise based on the picture.
4. Students listen while the teacher gives additional explanation.

❏ Practice (25 minutes):

1. Students listen to recording (Task 2) after they have a look at some exercises related to it.
2. Students complete the exercises based on what they have heard.
3. Students discuss the answer with others.
4. Students are asked to tell the answer orally, one question for one student.
5. Students are asked to work in pairs and discuss the exercise about the use of expressions for asking helps (Task 3).
6. Students discuss the exercises with their tablemate and practice it on their seat.
7. Some students voluntarily are asked to perform the expressions of asking for help based on the provided pictures (Task 4).
8. The maintaining students and the teacher listen to give comments after the performance.

❏ Production (45 minutes):

1. Teacher introduces 'Shopping Lists' game activity (Task 5).
2. Students pay attention to the teacher telling the rule of the game to the students and giving model on how to play the game.
3. Students perform the game.
4. Teacher gives feedback.

C. Closing Activity (5 minutes)

1. Teacher checks the students understanding (asks difficulties and gives solutions).
2. Students reflect on the teaching and learning activity.
3. Teacher summarizes the teaching and learning activity.
4. Teacher closes the class.

V. Learning Sources:

1. Handout
2. Computer
3. Audio Material
4. Card game
5. Board
6. Dictionary
7. E-Book

Craven, Miles. *Real Listening and Speaking 1 with Answers*. 2008. UK: Cambridge University Press

VI. Evaluation:

Oral Test/ Quiz (Performance test)

Yogyakarta, September 28th, 2012

Approved by:
Classroom English Teacher,

Researcher,

Ulfah Chasanah, S.Pd.
NBM

Ayu Dewi Warastuti
NIM 08202241010

Shopping for Clothes

Task 1

Look at the picture below and answer the questions beside the picture.



- Do you like going shopping for clothes?
- Where do you usually buy your clothes?
 Designer ☐ stores
 Market ☐
 Department ☐ stores
 Catalogues ☐
 The internet ☐
- Look at the picture and identify each item of clothing.

a hat [b].	a suit ...	a sweater ...
shoes ...	a shirt ...	shorts ...
Jeans ...	a jacket ...	trousers ...

Adopted from: Real Listening and Speaking 1 with Answers (page 14)

TASK 2

Listen to the recording. Discuss the exercises below with your tablemate. Pay attention to some expressions used for handling guest in a shop.

Recording 8

- Carlos is from Spain. He is visiting London and goes shopping. Listen to the conversation and tick (v) the items he buys.
 a shirt ☐ a pair of shorts ☐ a suit ☐ a jacket ☐ a pair of jeans ☐
- Now, listen the recording once more and complete the following expressions.
 - Do you need anyhelp.....? (S)
 - I'm just ()
 - How is it? ()
 - Would you like to it on? ()
 - Ok, then. I'll it. ()
- Look at the expressions in **exercise b.** who do you think is speaking? Write **C** for customer or **S** for shop assistant on the box besides each expression above. Number one has been done for you.

Adapted from: Real Listening and Speaking 1 with Answers (page 14)

Task 3

Imagine you are a customer in a clothes shop. Use the ideas below and ask a shop assistant for help.

Before practicing to ask a shop assistant, you may consider the following expressions.

Rearrange these jumbled words to get appropriate expressions. Number one has been done for you.

- Help / me. / Can / me, / Excuse / please?

Excuse me. Can you help me, please?

2. Me. / help / please? / Could / Excuse / you / me,

3. Think / help / you / Do / you / could / me?

Example: a

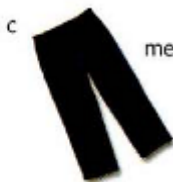
You say: Excuse me. Can you help me, please?
How much are these shoes?



price?



size?



medium?



where?



in the sale?

Task 4

Shopping Lists

How to play:

1. Have five students as shop assistant and there will be one for each shop.
2. Each of them will have some picture cards. The cards show the items (available) they sell in the shop.
3. The maintaining students will get shopping list cards, one card for every single student.
4. The object of the game is for each student gets the items written on the list they got.
5. They have to ask questions to the shop assistants to find the items.
6. When they find the items, the shop assistant has to give the picture card based on the demand.
7. The fastest student whose the shopping list has been completed will be the winner.
8. The fastest shop which can sell all items will be the winner.
9. The time to play the game is 30 minutes.

Adapted from: Elementary Communication Games (page 8-9)

Answer KEYS

TASK 1

- Your own answers.
- Your own answers.
- jeans h a jacket c a shirt f shoes i shorts a
a suit d a sweater e trousers g

TASK 2

- 1 a shirt and a jacket
- 2 b £20 c Yes (it's half price) d leather e Italy
f no g medium h £140
- 3 b looking c much d try e take
- 4 b C c C d S e C

TASK 3

- b Excuse me. Could you help me, please?
- c Do you think you could help me?

TASK 4

Your own answers. Possible answers:

- b Excuse me. Can you help me, please? What size is this skirt?
- c Excuse me. Do you think you could help me? Have you got these in medium?
- d Excuse me. Could you help me, please? Where are the changing rooms?
- e Excuse me. Could you help me, please? Is this jacket in the sale?

Audi o scri pt

 (Carlos = Spanish)

Assistant: Excuse me. Do you need any help?

Carlos: No thank you. I am fine. I'm just looking.

Assistant: That shirt's in the sale. Today's the last day.

Carlos: Oh, right. Hmm. Well, I like the colour.

Assistant: It's £20 in the sale. The normal price is forty.

Carlos: Oh, OK. That's quite good. Oh, that jacket is nice. How much is it?

Assistant: That's half price too – £120. It's leather, made in Italy. Would you like to try it on?

Carlos: Oh, yes. I like it a lot. It is too good.*

Assistant: Mmm, yes. I think it suits you.

Carlos: Really? Well, OK then. I'll take it.

Assistant: And the shirt as well?

Carlos: Er. Well, what size it is?*

Assistant: It's a medium. I'm sure it'll fit you, and it will go very nicely with the jacket.

Carlos: OK. I will take the shirt as well!

Shoppi ng Li sts

Red jacket	Sandals	Rubber boot	Dress	Ethnic legging
Stripped T-shirt	Jeans	Dress	Wedges	Red jacket
Army winter cap	Motorcycle jacket	Scarf	Red ladies overcoat	Sneakers
Short pant	Kid's T-shirt	Long white shirt	Cardigan	Baby legging
Kid's T-shirt	Cardigan	Trousers	Short pant	Blue cap
Belt	Rubber boot	High heels	Socks	Kid's T-shirt
Flat shoes	Socks	Tie	Skirt	Red ladies overcoat
Long red skirt	Baby legging	Belt	Stripped T-shirt	Trousers
Long white shirt	Ethnic legging	Shoe laces	Flat shoes	Wedges
Trousers	Blue shirt	Tracksuit	Jeans	Long dress
Polo shirt	Sneakers	Polo shirt	Cowboy hat	Scarf
Sneakers	Jeans	Sandals	Sneakers	Red jacket
Bow tie	Shoe laces	Blue cap	High heels	Belt
Long white shirt	Tracksuit	Blue shirt	Long dress	Jeans
Jeans	Army winter cap	Motorcycle jacket	Scarf	Shoe laces
Wedges	Scarf	Rubber wedges	Army winter cap	Cowboy hat
Red ladies overcoat	Skirt	Long red skirt	Rubber boot	Long white shirt
Dress	Rubber wedges	Cardigan	Red jacket	Bow tie

Picture Cards



LESSON PLAN

School	:	SMK MUHAMMADIYAH 2 KLATEN UTARA
Subject	:	Bahasa Inggris
Grade / Semester	:	XI/ Odd
Division	:	Multimedia
Topic	:	Opening An Account
Meeting	:	6 th meeting
Time Allocation	:	2 x 40 minutes
Standard of Competence	:	2. Berkomunikasi dengan Bahasa Inggris setara <i>Elementary Level</i>
Basic Competency	:	2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
Learning Objectives	:	1. Practicing the use of expressions for offering helps, accepting offers and declining/ refusing offers in the bank.

I. Indicators:

In the end of the lesson, the students are able to:

1. identify the use of expressions for offering helps, accepting offers and declining/ refusing offers in a bank based on the recording.
2. determine proper expressions of asking for helps and services in a bank.
3. determine appropriate expressions for handling guest in a bank.
4. arrange jumbled words into a good expression.
5. practice the expressions of asking for helps appropriately.
6. make and practice conversation based on the provided guidelines.
7. perform the conversation.

II. Learning Materials:

1. Vocabulary Links (Bank's terms)

Noun: ID card, passport, bank card, address, job, bank account, cheque, cheque book, credit card, saving account, money.

Verb: open account, transfer money, borrow money, pay in cash/ cheque, have a credit card, use a cheque book, have a cash card, fill in a form.

2. Handling Guest in A Bank

Example of conversation about handling guest in a bank

Customer: Excuse me.

*Clerk: Yes, **how can I help you?***

Customer: I'd like to open a new account.

*Clerk: Sure. **Can you fill in this form?** This will be useful for us to identify your data.*

Customer: Yes. Anyway, what services or facilities offered by your bank?

Clerk: We offer you some beneficial services. But, this will be further explained by our Manager.

Customer: Oh... I see. Here is the form.

Clerk: Yes, thank you. Can I take a look at your ID card, please?

Customer: Of course.

Clerk: OK. You have been registered and please wait for a moment for your new bank card.

Customer: Okay.

Key Expressions

There are some particular expressions usually used in handling guests in a bank. Following are some of them.

Welcome to our bank.

How can I help you?

Can you fill in this form, please?

Can you show me your bank card, please?

III. Teaching Method:

1. Discussion
2. Tasking (speaking performance)

IV. Teaching and Learning Activities:

A. Opening Activity (10 minutes)

1. Greeting
2. Praying
3. Checking students' attendance
4. Apperceiving and leading in students to the topic
5. Stating the topic of learning
6. Delivering the learning objectives

B. Main Activity (70 minutes)

▣ Presentation (5 minutes):

1. Students are asked to share and discuss some words related to the topic.
2. Students are asked to discuss about their experiences about what they usually do in the bank.
3. Students listen while the teacher gives additional clarifications.

▣ Practice (20 minutes):

1. Students listen to the recording (Task 1) and complete the notes based on what they have heard.
2. Students are asked voluntarily and orally mention and answer.
3. Students are asked to listen to the recording again (Task 2).
4. Students identify the use of expressions based on the recording.
5. Students arrange jumbled words into a good sentence about the use of expressions to explain wants (Task 3).
6. Students are asked to speak the proper arrangement.

▣ Production (45 minutes):

1. Students are asked to make dialogue based on the provided guidelines (Task 5).

2. Students pay attention to teacher tells the steps of making the dialogue.
3. Students work in pairs and make the dialogue.
4. Students are asked to practice and perform the dialogue (about 3 minutes for each performance)
5. Teacher and the maintaining students give feedback

C. Closing Activity (10 minutes)

1. Teacher checks the students understanding.
2. Students reflect on the teaching and learning activity.
3. Teacher closes the class.

V. Learning Sources:

1. Handout
2. Computer
3. Speaker
4. Audio material
5. Dictionary
6. E-Book

Craven, Miles. *Real Listening and Speaking 1 with Answers*. 2008. UK: Cambridge University Press

VI. Evaluation:

Technique: Performance assessment of pairs' dialogue.

Instruments: Rating scales, Assessment rubrics and criteria of speaking

Approved by:
Classroom English Teacher,

Ulfah Chasanah, S.Pd.
NBM

Yogyakarta, September 28th, 2012

Researcher,

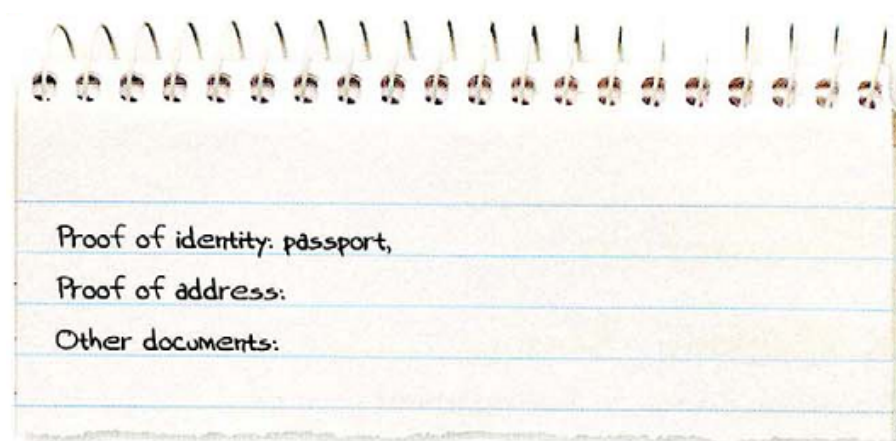
Ayu Dewi Warastuti
NIM 08202241010

Opening An Account

Task 1

Recording 28

Listen to a bank clerk explain how to open a new account. What documents do you need?
Complete the notes.



Proof of identity: passport,

Proof of address:

Other documents:

Listen to the bank clerk. Tick (✓) the things you can do with this bank account.

- ☐ take out money (✓)
- ☐ borrow money
- ☐ pay in cash/ cheques
- ☐ have a credit card
- ☐ use a cheque book
- ☐ have a cash card

Recording 30

Listen to three short conversations in a bank. What services does each person want?

- a. open a bank account
- b.
- c.

Listen again. What does the bank clerk ask each person to do?

- a. fill in a form
- b.
- c.

Task 2

You can use these expressions to explain what you want. Listen again and write customer (a-c) next to the expression that they use.

I'd like to

I need to

I want to

Task 3

Put the words in order to complete each sentence.

a £200 / want / pay / account / my / into / I / to

I want to pay £200 into my account.

b withdraw / to / like / \$400 / I'd

c have to / money / abroad / send / some / I

d account / open / like / to / I'd / an

Adapted from: Real Listening and Speaking 1 with Answers (page 27)

Task 4 (Post Test)

Work with a partner.

Imagine you are in a bank. You want to open a new account. You meet with a bank clerk and ask the procedure to make a new bank account.

Have a short conversation with your partner. Make the dialogue based on the following guide. Practice and perform your dialogue.

Greet

Response the

State

Offer

Ask further

Explain documents needed

Ask services that

Mention the

Confirm that you want to

Ask customer to write

Agree & say

Response

SPEAK UP!

ANSWER KEYS

TASK 1

- 1 Proof of identity: passport, driving licence, ID card
Proof of address: telephone or electricity bill, rental contract
Other documents: letter from school/employer
- 2 take out money, pay in cash/cheques, have a cash card
- 3 b cash a cheque
c transfer some money to his savings account
- 4 b write her address on the back of the cheque c show his bank card

TASK 2

- 1 I'd like to a I need to c I want to b

TASK 3

- 2 b I'd like to withdraw \$400.
c I have to send some money abroad.
d I'd like to open an account.

AUDIO SCRIPTS



(Bank clerk = Canadian)

We need proof of your identity, so that means your passport, of course, and one other form of ID such as your driving licence ... or, if you have one, an ID card is fine. We also need proof of where you live, so something official with your name and address on ... a telephone or electricity bill, for example, or if you rent, then your rental contract showing your name and address. Oh, also, if you are a student we need a letter from your school, or, if you have a job, then a letter from your employer.



(Bank clerk = Canadian)

Well, this is a basic bank account, so you will get a cash card to use when you want to withdraw money. You can deposit money, too, of course ... that's cash and cheques, free, but you can't have a cheque book or a credit card, I'm afraid, with this account, and there's no loan facility.



- a Customer: I'd like to open an account.
Clerk: Certainly. Can you fill in this form? Our New Accounts Manager will see you shortly.
- b Customer: I want to cash this cheque, please.
Clerk: Please can you write your address on the back?
- c Customer: I need to transfer some money to my savings account.
Clerk: No problem. Can you show me your bank card, please?

Field Notes 1

Waktu : Senin, 26 Maret 2012
 Tempat : Ruang Tamu Sekolah
 Kegiatan : Permohonan ijin penelitian
 R : Peneliti (Researcher)

R datang ke lokasi penelitian, SMK Muhammadiyah 2 Klaten Utara. R langsung mendatangi guru piket untuk menyampaikan maksud kedatangan, yaitu untuk menemui kepala sekolah. Namun, pada saat itu kepala sekolah sedang menghadiri undangan ke sekolah lain. R kemudian direkomendasikan untuk menemui wakil kepala sekolah bagian kurikulum, Ibu Istinganah. Permohonan ijin penelitian langsung disampaikan oleh R kepada waka kurikulum. Beliau kemudian menyetujui permohonan yang diajukan oleh R. Beliau juga menanyakan lebih lanjut tentang penelitian yang akan dilakukan. Setelah mengetahui bahwa R akan melaksanakan penelitian untuk mata pelajaran Bahasa Inggris, beliau menyarankan peneliti untuk langsung bertemu dengan guru terkait. Perbincangan antara waka kurikulum dan peneliti berakhir setelah guru Bahasa Inggris tiba di ruang tamu. Peneliti selanjutnya berdiskusi dengan guru tersebut. Pembahasannya antara lain tentang waktu penelitian, kelas yang akan digunakan dan instrumen ajar yang dipakai oleh guru. Pada akhir diskusi, guru memberikan beberapa masukan terkait penelitian yang akan dilaksanakan. Setelah memperoleh ijin dan juga informasi yang diperlukan, peneliti berpamitan dan menyampaikan ucapan terima kasih.

Field Notes 2

Waktu : Kamis, 6 September 2012
 Tempat : Ruang Kelas
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)
 Ss : Siswa-Siswi (Students)

R datang ke lokasi penelitian dan langsung menemui ET. Karena sehari sebelumnya R sudah menghubungi ET bahwa hari ini akan melaksanakan observasi, maka ET mengajak R masuk kelas setelah bel istirahat berbunyi. R diperkenalkan oleh ET kepada Ss dan diminta untuk duduk di bangku paling belakang. Selama pelajaran dilaksanakan, R mencatat kegiatan yang berlangsung. Berikut ini adalah kegiatan pembelajaran selama observasi.

1. ET menyapa siswa dengan ungkapan “*Good morning, students...*” dan secara serempak Ss menjawab “*Good morning, Ma’am*”. Meski beberapa dari mereka masih sibuk dengan gadget mereka, ET tetap melanjutkan pembukaan kegiatan dengan menanyakan kehadiran siswa. Beberapa saat kemudian, ET baru menegur beberapa Ss yang masih sibuk dengan kegiatan mereka sendiri untuk menghentikannya. Baru setelah itu, kegiatan utama dimulai.
2. ET menanyakan pekerjaan rumah yang diberikan padan pertemuan sebelumnya. Seluruh Ss sudah mengerjakannya. Setelah mendiskusikan jawaban dari

pekerjaan rumah, kegiatan selanjutnya membahas tentang latihan soal yang ada di LKS. Setelah siswa selesai mengerjakan latihan tersebut, ET tidak meminta mereka untuk memberikan jawaban tetapi ET langsung memberikan (dikte) jawaban yang benar. Ss yang menjawab keliru atau belum menuliskan jawaban langsung membenarkan dan menulis jawaban yang benar tadi.

3. Kegiatan selanjutnya adalah mencatat pola kalimat terkait dengan penggunaan “too” dan “enough” dan beberapa contohnya. ET mendikte Ss sambil memberikan penjelasan kepada Ss. Setelah mencatat, ET menulis beberapa contoh latihan terkait dengan penggunaan “too” dan “enough”. ET memberikan waktu pada Ss untuk mengerjakan dan kemudian menuliskan jawaban di papan tulis. Jawaban yang masih keliru langsung dibenarkan oleh ET. Selanjutnya, ET meminta beberapa Ss untuk membaca sebuah teks berjudul “Magazines”. Banyak kekeliruan dalam pengucapan yang dilakukan oleh Ss ketika membaca. Mereka tidak tahu cara mengucapkan kata tersebut dengan tepat. Beberapa dari mereka ada yang membaca kata tersebut dua atau tiga kali dengan maksud meralat dan ada juga yang tidak sadar bahwa mereka keliru. Beberapa kata yang terdapat di teks yang sering keliru diucapkan adalah kata “question, although, though, abroad, studied and magazine”. Untuk memberdakan pengucapan “three” dan “tree” serta “thing” dan “think” mereka juga mengalami kesulitan. Mendengar kesalahan yang dilakukan para Ss, ET langsung mengoreksi ketika Ss melakukan kesalahan dalam mengucapkan kata.
4. Kegiatan penutupan adalah pemberian tugas untuk mengerjakan LKS.

Field Notes 3

Waktu : Selasa, 18 September 2012
 Tempat : Lab. Bahasa Inggris
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)

R datang ke lokasi penelitian, SMK Muhammadiyah 2 Klaten Utara. R langsung mendatangi guru piket untuk menyampaikan maksud kedatangan, yaitu untuk menemui ET. Sebelumnya, R sudah membuat janji dengan ET untuk pertemuan pada hari tersebut. Guru piket menyampaikan bahwa ET sedang mengajar di Laboratorium Bahasa Inggris dan R diminta untuk langsung menemui ET ke ruang tersebut. R mengucapkan terimakasih kepada guru piket kemudian langsung menuju ruang tersebut.

Field Notes 4

Waktu : Selasa, 18 September 2012
 Tempat : Lab. Bahasa Inggris
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)
 Ss : Siswa-Siswi (Students)

R mendatangi Lab. Bahasa Inggris. ET sedang memberikan pengarahan pada siswa kelas X PMS (jurusan Penjualan/ Pemasaran) untuk melaksanakan kegiatan listening. Terdapat 17 siswa yang tengah mengikuti kegiatan di ruang tersebut. Urutan kegiatan yang dilakukan antara lain sebagai berikut.

1. ET membuka pelajaran dengan menyampaikan *greeting* “Good Morning, students...” dan Ss menjawab serentak “Good Morning, Ma’am” Selanjutnya, ET menanyakan kehadiran siswa “Who’s absent for today?” dan menyatakan tujuan kegiatan untuk hari tersebut.
2. ET meminta siswa untuk melakukan persiapan kegiatan *listening* sementara ET juga menyiapkan rekaman yang akan diputar, yaitu lagu.
3. ET meminta Ss untuk memasang *headset* dan beberapa Ss langsung menyampaikan bahwa *headset* yang sedang dipakai tidak berfungsi. ET meminta Ss yang memiliki masalah serupa untuk menukar dengan alat yang tidak dipakai di bilik lain atau berpindah ke bilik lain.
4. Ss diminta untuk mendengarkan lagu yang diputar sementara ET mengajak R yang sedang duduk di bagian belakang ruang untuk mendiskusikan tentang waktu penelitian yang akan dilaksanakan.

Kegiatan di ruangan tersebut tidak terekam oleh R sampai selesai karena R masih harus menyampaikan ijin kepada Kepala Sekolah mengenai pelaksanaan penelitian.

Diskusi antara ET dan R menghasilkan persetujuan bahwa R diberi kesempatan untuk menggunakan kelas XI Multimedia 4 sebagai objek penelitian dan menyepakati waktu yang akan digunakan, yaitu setiap hari Jum’at pada jam pelajaran ke 5 dan 6. ET menyampaikan bahwa beliau sedang melanjutkan studi S2 dan pada saat hari Jum’at & Sabtu, beliau kuliah. Jadi, ET juga menyampaikan maaf jika tidak dapat mendampingi R pada saat penelitian dilaksanakan.

Field Notes 5

Waktu : Selasa, 18 September 2012
 Tempat : Ruang Kepala Sekolah
 R : Peneliti (Researcher)
 H : Kepala Sekolah (Headmaster)

R masuk ke ruang H setelah menunggu beberapa saat di ruang tamu sekolah. R menyampaikan maksud kedatangan dan H menanggapi dengan beberapa pertanyaan. H menanyakan tentang penelitian yang akan dilakukan. R menjelaskan bahwa penelitian yang akan dilakukan terkait dengan mata pelajaran bahasa Inggris. R menambahkan bahwa R sudah menemui guru terkait untuk mendiskusikan tentang pelaksanaan penelitian. H memberikan ijin kepada R kemudian memberikan beberapa masukan terkait penelitian yang akan dilaksanakan. Setelah memperoleh ijin dan juga informasi yang diperlukan, R berpamitan dan menyampaikan ucapan terima kasih.

Field Notes 6

Waktu : Kamis, 20 September 2012
 Tempat : Ruang Tamu Sekolah
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)

Beberapa hari sebelumnya, R dan ET sudah sepakat bahwa penelitian akan dimulai pada hari Jum'at dan R berencana hari ini akan melakukan observasi ulang terkait proses pembelajaran yang dilaksanakan oleh ET di ruang kelas. R datang ke sekolah pada saat jam istirahat dan langsung menuju kantor guru untuk menemui ET. ET menyampaikan maaf kepada R bahwa pada hari tersebut ET tidak dapat mengajar karena beliau hendak ta'ziah. ET menawarkan jam pelajaran (ke-5 dan 6) di kelas XI MM 4 supaya digunakan untuk memulai penelitian. Sebelumnya, R sudah mempersiapkan rencana kegiatan untuk hari itu karena sehari sebelumnya R dan ET sudah berkomunikasi via sms. R menerima tawaran tersebut dan setelah bel tanda istirahat usai berbunyi, ET mengajak R untuk masuk ke ruang kelas dan memperkenalkan R kepada siswa di kelas tersebut. ET meninggalkan ruang kelas dan R memulai kegiatan pada pertemuan pertama tersebut.

Field Notes 7

Waktu : Kamis, 20 September 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 Ss : Siswa-siswi (Students)

R memasuki ruang kelas bersama Guru bahasa Inggris yang sekaligus menjadi wali kelas. Guru langsung memperkenalkan kembali R pada Ss dan menyampaikan bahwa untuk beberapa pertemuan mendatang, R akan mengajar dalam rangka penyelesaian tugas akhir. Setelah guru berpamitan karena ada acara yang harus dihadiri, R memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan "*Good Morning, Everyone*" dan Ss menjawab dengan "*Good Morning, Miss*". R melanjutkan "*How're you today?*" dan beberapa Ss merespon dengan ungkapan "*I'm fine. Thank you. How about you?*" R merespon "*I'm fine, too. Thank you.*"
2. R memanggil Ss satu per satu berdasarkan urutan di daftar presensi kelas dan 3 (tiga) Ss tidak dapat mengikuti pelajaran pada hari tersebut. 2 (dua) Ss ijin untuk meninggalkan kelas karena mengikuti kegiatan OSIS dan seorang lagi tidak berangkat tanpa ijin.
3. R membagikan lembar kuisioner pada Ss dan memandu Ss tentang cara pengisiannya. Setelah itu, Ss diminta untuk mengumpulkan lembar kuisioner yang sudah selesai diisi.
4. R selanjutnya membagikan *handout* dan mulai mendiskusikan *Tasks* yang tersedia.

5. Dimulai dari Task 1, Ss diminta untuk membaca dialog dan menjawab pertanyaan secara lisan. Beberapa Ss menjawab dengan bahasa Indonesia dan menyampaikan dengan pelan sehingga terdengar samar-samar. R membimbing Ss dengan menyampaikan “*Joey expresses what? Apa yang diucapkan Joey?*” untuk memancing Ss. Seorang S mulai melontarkan “Di baris pertama, Miss”. Ss lainnya menunjukkan ungkapan selanjutnya “Baris ke-3...” R menanggapi jawaban seperti itu dengan meminta Ss untuk membaca ungkapan di baris yang telah mereka sebutkan. Kekeliruan pengucapan terjadi pada kata *schedule*. R mengajukan pertanyaan “Ada yang tahu cara mengucap kata *schedule* dengan benar?” Beberapa Ss mencoba mengucap kata tersebut secara acak sehingga suasana kelas menjadi gaduh. R meminta beberapa Ss mengucapkan kata tersebut dan memberikan *praising* “*that’s good, good job, excellent, marvelous*” meski masih kurang tepat. Akhirnya, R meminta Ss untuk menirukan cara pengucapan kata *schedule* dan kata lainnya yang sudah tercantum dalam *handout* dengan cara pengucapan yang tepat “*Now, repeat after me...*”
6. Ss diminta untuk mengerjakan Task 2 dan 3. Sebelum mendiskusikan Task 2 dan 3, R menyampaikan cara menyusun dan mengucapkan kalimat tanya dengan intonasi yang tepat, baik itu *verbal* ataupun *nominal questions*. Beberapa saat setelah Ss berdiskusi, R meminta Ss secara sukarela menyampaikan jawabannya. Karena Ss ragu dengan jawaban masing-masing, tidak ada yang bersedia menjawab secara sukarela. Akhirnya, R memanggil secara acak beberapa Ss. Melalui kegiatan di Task 3, Ss diminta satu per satu untuk praktek mengucapkan kalimat Tanya dengan intonasi yang tepat. Beberapa Ss mengalami kesulitan untuk membedakan cara mengucapkan *verbal* dan *nominal questions*.
7. R kemudian melakukan pre-test untuk mengetahui kemampuan *speaking* Ss. Ss diminta menyiapkan dialog secara berpasangan berdasarkan situasi yang telah ditentukan. R melihat dan merekam dialog yang ditampilkan oleh Ss dan memberikan penilaian.
8. R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. Beberapa Ss mengungkapkan bahwa pelajaran hari ini menyenangkan.
9. R menutup kegiatan pada hari tersebut dan mengucapkan terimakasih.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R memilih 3 (tiga) Ss yang terlihat aktif dan seorang S yang kurang dapat mengikuti kegiatan dengan baik.

Field Notes 8

Waktu : Jum’at, 21 September 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 Ss : Siswa-siswi (Students)

R langsung memasuki ruang kelas setelah jam istirahat berakhir. Pada hari tersebut, T tidak dapat menemani karena setiap hari Jumat dan Sabtu beliau mengikuti kuliah dalam rangka melanjutkan studi S2 dan R memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan "*Good Morning, Students*". Ss menjawab dengan ungkapan "*Good Morning, Miss*". R melanjutkan "*How're you today?*" dan beberapa Ss merespon dengan ungkapan "*I'm fine. Thank you. And you?*" R merespon "*I'm very well. Thank you.*"
2. R menanyakan tentang kehadiran siswa "*Is anyone absent for today?*" Seluruh kelas secara kompak menjawab "*No one is absent, Miss...*"
3. R mengawali pelajaran dengan *game* yang nantinya akan digunakan. Peraturan dijelaskan melalui penggambaran dalam salah satu acara TV *Eat Bullaga*. Ss langsung paham bagaimana permainan tersebut dijalankan. Beberapa Ss diminta untuk praktek di depan. Dengan beberapa kata yang diberikan oleh R seperti *helmet, apple and tongue*, seorang siswa yang berada di depan memberikan jawaban *Yes, No or Maybe* untuk pertanyaan dari Ss lainnya. Pada sesi selanjutnya, Ss diminta untuk mencari kata sendiri dan dua Ss yang berada di depan diminta untuk menacaritahu kata tersebut. Ss terkadang hanya menggunakan bahasa non-verbal seperti pada saat mengajukan pertanyaan hanya dengan menunjuk pada hal/ benda yang dimaksud. Selain itu, beberapa Ss keceplosan menggunakan bahasa Indonesia dan bahasa Jawa karena begitu tingginya antusiasme mereka dalam kegiatan ini.
4. R membagikan handout pada Ss tentang *Getting to Know You*. Setiap pasang siswa yang duduk satu bangku mendapatkan satu *handout*. Setelah itu, R meminta Ss untuk membaca dialog pada Task 1 secara sekilas dan memberikan pernyataan benar atau salah pada beberapa kalimat terkait dialog secara lisan. Beberapa Ss yang menjawab pertanyaan tersebut dengan mudah menunjukkan kalimat pada bagian mana yang mendukung kalimat tersebut. Beberapa Ss yang lain hanya diam saat mereka tidak tahu. R kemudian meminta Ss untuk menirukan beberapa *expressions* untuk menanyakan informasi dan responnya. R juga meminta siswa untuk memperhatikan penggunaan *Question Tags* dalam dialog tersebut, "*He gets up at 6.30 a.m., doesn't he?*"
5. R melanjutkan aktivitas dengan memberikan contoh lain penggunaan *Question Tags*. "*Questions, please?*", R mengharapkan respon siswa untuk mengajukan pertanyaan jika mereka kurang paham atau ingin tahu penggunaan untuk kalimat lain. Seorang siswa meminta R untuk mengulang penjelasan dengan contoh kalimat lain. R kemudian memberikan contoh tambahan dan melanjutkan untuk memutar rekaman terkait dengan intonasi pada *Question Tags*. Setelah mendengarkan rekaman, satu per satu siswa diminta untuk mengucapkan kalimat seperti pada contoh yang telah diberikan dengan intonasi yang tepat. Ss yang kesulitan untuk mengucapkan *Question Tags* dengan intonasi tepat diminta untuk mengulangnya beberapa kali. Kegiatan pada Task 2 dilanjutkan dengan mengerjakan latihan mengidentifikasi penggunaan intonasi pada *Question Tags*.
6. R meminta Ss untuk melengkapi *Question Tags* dengan pilihan yang telah disediakan pada Task 3. R memberikan beberapa menit pada Ss untuk berdiskusi.

Setelah itu, *Question Tags* yang sudah benar diminta untuk diucapkan oleh Ss satu per satu. Kesalahan sering terjadi pada pengucapan kata ‘*material* and *birthday*’. Intonasi yang digunakan hampir semuanya sudah secara benar diucapkan Ss. Pada akhir kegiatan di Task 3, R memberikan contoh pengucapan yang benar menggunakan *Electronic Dictionary* dan Ss diminta untuk menirukan cara pengucapan tersebut.

7. R memulai *game* dengan memberikan sedikit penjelasan bahwa permainan yang tadi dilakukan diawal biasa disebut *Twenty Questions Game*. R kemudian menjelaskan peraturan *Twenty Questions Game* yang akan dimainkan pada sesi kali ini karena akan sedikit berbeda dengan permainan sesi awal. Ss dengan mudah memahami peraturan tersebut. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. *Game* dimulai 25 menit sebelum jam berakhir. R kemudian membagi kelas menjadi 4 (empat) kelompok dan membagikan *Cards* yang berbeda untuk masing-masing kelompok. Setiap kelompok mendapatkan satu kartu. Dalam kegiatan ini, siswa nampak lebih percaya diri untuk bertanya dan menjawab. Ss melakukan permainan tersebut dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas. Pada akhir kegiatan, kelompok yang menjadi pemenang diminta untuk maju kedepan kelas dan Ss lainnya diminta untuk bertepuk tangan atas kemenangan kelompok tersebut “*Give a big applause to the winner...*”
8. R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. Pada kegiatan sebelumnya, R sudah mencatat beberapa hal yang perlu disampaikan untuk pemberian feedback pada Ss. Sebagian besar catatan adalah tentang *performance* Ss selama kegiatan. Setelah catatan tersebut disampaikan, R memberikan kesempatan bagi siswa untuk bertanya atau menambahkan refleksi. Beberapa Ss mengatakan bahwa kegiatan hari ini tidak membosankan. Mereka merasa semangat mengikuti pelajaran.
9. R menutup kegiatan pada hari tersebut dan mengucapkan terimakasih.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R bertanya kepada Ss tentang kesan mereka pada pelajaran hari ini menggunakan *communication game*.

Field Notes 9

Waktu : Jum’at, 28 September 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 Ss : Siswa-siswi (Students)

R langsung memasuki ruang kelas setelah jam istirahat berakhir. Pada hari tersebut, R langsung masuk kelas setelah meminta ijin pada guru piket dan memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan “*Good Morning, Students*”. Ss menjawab dengan ungkapan “*Good Morning, Miss*”. R melanjutkan “*How’s life?*” dan beberapa Ss merespon dengan menunjukkan raut muka kurang paham terhadap ungkapan tersebut dengan ucapan spontan “hah?”. Mereka nampak belum terbiasa mendengar ungkapan salam seperti itu. R secara singkat menjelaskan beberapa ungkapan yang dapat digunakan untuk *greeting* dan salah satunya adalah ungkapan yang baru saja digunakan tadi. Ss saling melihat teman dan merespon dengan ungkapan “*I’m fine. Thank you. And you?*” R merespon “*I’m very well. Thank you.*” sambil tersenyum dan menganggukkan kepala tanda puas terhadap respon Ss.
2. R menanyakan tentang kehadiran siswa “*Who is absent for today?*” Seluruh kelas secara kompak menjawab “Itu ada di papan, *Miss...*” 3 (tiga) siswa tidak berangkat dengan keterangan tanpa ijin (Cahyo dan Andri) dan ijin (Rachmat).
3. R mengawali pelajaran dengan mengajak siswa untuk beberapa menit mendiskusikan tentang hal atau kegiatan apa saja yang biasa dilakukan oleh Ss ketika mereka memiliki waktu luang.
4. R membagikan handout pada Ss tentang *Spending Free Time*. Setelah itu, R meminta Ss untuk membaca dialog pada Task 1 secara sekilas dan memberikan jawaban untuk beberapa pertanyaan terkait dengan dialog secara lisan. Beberapa Ss yang menjawab pertanyaan tersebut dengan mudah menunjukkan kalimat pada bagian mana yang mendukung kalimat tersebut. Beberapa Ss yang lain ikut menulis jawaban yang benar dari Ss yang memberikan jawaban tadi. R kemudian meminta Ss menirukan beberapa *expressions* yang digunakan untuk menanyakan informasi terkait topik yang sedang didiskusikan dan responnya. R juga meminta siswa untuk memperhatikan penggunaan *Gerund* dalam dialog tersebut, “*I like jogging very much*” and “*Let’s do jogging together next week.*”
5. R melanjutkan aktivitas dengan memberikan contoh lain penggunaan *Gerunds*. “*Is there any questions?*”, R mengharapkan respon siswa untuk mengajukan pertanyaan jika mereka kurang paham atau ingin tahu penggunaannya untuk kalimat lain. Ss langsung menyampaikan “*No, no, no...*”. Setelah itu, R langsung meminta siswa untuk memperhatikan gambar pada Task 2. Ss mengerjakan latihan dan beberapa menit kemudian dilakukan pembahasan. Setiap siswa secara bergiliran membaca pernyataan tersebut dan menyatakan benar atau salah.
6. R selanjutnya meminta perwakilan dari setiap pasangan siswa yang duduk sebangku untuk memilih salah satu gambar tentang *free time and entertainment* untuk dijadikan bahan pembahasan dalam membuat *conversation* pendek pada Task 3. Beberapa pasang Ss diminta praktek di depan kelas. Ss yang tidak mendapat giliran memberikan penilaian atau komentar terhadap *performance* teman-teman mereka. Kegiatan dilanjutkan dengan membuat *a group of four* untuk menyelesaikan Task 4. R menentukan gambar yang akan dipakai untuk masing-masing kelompok. Setelah selesai membuat dialog, 3 (tiga) kelompok secara sukarela tampil di depan kelas dan Ss yang lain memperhatikan.
7. R memulai *game* dengan menjelaskan peraturan *Game* yang akan dimainkan pada sesi kali ini. Ss dengan mudah memahami peraturan *Truth or Lie? Game*.

Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. Beberapa Ss yang masih kurang paham bertanya kepada R untuk memperjelas aturan permainan. R memberikan tambahan penjelasan mengenai peraturan game dan ungkapan-ungkapan apa saja yang dapat digunakan dalam game. R kemudian membagi kelas menjadi 4 (empat) kelompok dan membagikan *Cards* yang berbeda untuk masing-masing kelompok. *Game* dimulai 20 menit sebelum jam berakhir. Ss melakukan permainan tersebut dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas. Pada akhir kegiatan, kelompok yang menjadi pemenang diminta untuk maju kedepan kelas dan Ss lainnya diminta untuk bertepuk tangan atas kemenangan kelompok tersebut “*Give big applause to the winner...*”

8. R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. Beberapa Ss mengatakan bahwa kegiatan hari ini tidak membosankan. Mereka merasa semangat mengikuti pelajaran.
9. R menutup kegiatan pada hari tersebut dan mengucapkan terimakasih.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R bertanya kepada Ss tentang kesan mereka pada pelajaran hari ini menggunakan *communication game*.

Field Notes 10

Waktu : Senin, 1 Oktober 2012
 Tempat : Ruang tamu sekolah
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)

R menemui ET untuk melakukan refleksi terhadap Cycle 1. Pembicaraan yang berlangsung beberapa saat di ruang tamu sekolah tersebut menghasilkan beberapa rencana untuk Cycle 2. R menceritakan apa yang kemarin sudah dilakukan dan menjabarkan masalah yang dihadapi. ET memberikan masukan untuk masalah utama, yakni tentang pengaturan waktu. ET menceritakan bagaimana beliau menghadapi masalah seperti halnya yang dialami oleh R. ET meminta R untuk memberikan *soft file* RPP yang digunakan untuk mengajar selama penelitian kemarin di Cycle 1 dan besok di Cycle 2. R memberikan salinannya kepada ET dan setelah itu, R segera berpamitan karena ET juga akan menghadiri rapat di sekolah lain.

Field Notes 11

Waktu : Kamis, 4 Oktober 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 Ss : Siswa-siswi (Students)

R memasuki ruang kelas setelah jam istirahat berakhir. Beberapa siswa belum masuk kelas karena masih berada di kantin dan beberapa masih berganti pakaian karena mereka baru saja berolahraga. Setelah kondisi kelas sudah cukup memungkinkan untuk diberikan pelajaran, R langsung memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan *"Good Morning, Students"*. Ss menjawab dengan ungkapan *"Good Morning, Miss"*. R melanjutkan *"How're you today?"* dan beberapa Ss merespon dengan ungkapan *"I'm tired"*. R merespon *"You have much time to take a rest before, haven't you?"* beberapa siswa saling melemparkan pandangan setelah R merespon keluhan mereka bahwa mereka capek. Kemudian seorang siswa tiba-tiba mengatakan *"No... I help teacher to put ball in gudang, Miss"*. Beberapa siswa melanjutkan *"After sport, we are hungry, Miss"*. Biasanya kita juga seperti ini, makan di kantin dulu" R mencatat beberapa kesalahan yang dilakukan siswa saat berbicara dengan bahasa Inggris kemudian melanjutkan *"Okay, then... Now, prepare yourself to be ready to join this class"*
2. R melanjutkan kegiatan dengan menanyakan tentang kehadiran siswa terlebih dahulu *"Is anyone absent?"* Beberapa siswa menjawab sambil melihat papan daftar siswa yang tidak hadir. Mereka menyebutkan nama teman mereka yang tidak masuk beserta alasannya *"Amel... ijin, Putri... sakit, Septi... tanpa keterangan, Wahyu... masih dirawat di rumah sakit karena kecelakaan"* R menganggukkan kepala kemudian mengulang apa yang baru saja dikatakan oleh siswa menggunakan bahasa Inggris *"Amel is absent with permission, Putri is taken ill, Septi is absent without any permission and Wahyu can't come to the class because she got an accident. How was her condition lately? Has anyone come to see her?"* Seorang siswa yang duduk di bangku depan menjawab dengan pelan *"Next Saturday, Miss"* R merespon *"I hope she'll get well soon"*.
3. R mengawali pelajaran dengan mengajak siswa untuk beberapa menit mendiskusikan tentang hal atau kegiatan apa saja yang mereka ketahui tentang hotel. Beberapa siswa mengaku pernah menginap di hotel dan mereka tahu cukup banyak tentang bagaimana cara memesan kamar, layanan apa saja yang disediakan dan siapa saja yang bekerja di hotel.
4. R selanjutnya membagikan handout pada Ss tentang *Staying at A Hotel*. Setelah itu, R meminta Ss untuk memperhatikan gambar pada Task 1 dan memberikan jawaban untuk beberapa pertanyaan terkait dengan gambar secara lisan. Beberapa Ss yang menjawab pertanyaan tersebut dengan mudah mengemukakan jawaban dengan lancar dan benar. Beberapa Ss yang lain menulis jawaban yang benar dari Ss yang memberikan jawaban tadi.
5. R melanjutkan aktivitas dengan memberikan selembar kertas berisi istilah-istilah yang berkaitan dengan hotel. Lembar tersebut berisi gambar untuk diidentifikasi tentang nama atau kegunaan dari gambar yang telah ditandai. R memberikan waktu berdiskusi untuk melengkapi Task 2 tersebut. R mengharapkan respon siswa untuk dapat secara sukarela mengungkapkan jawaban yang tepat. Setiap siswa diberi kesempatan untuk memilih satu gambar untuk diidentifikasi. Mereka terlihat sangat antusias mengikuti pembelajaran dengan kegiatan ini.

6. R selanjutnya meminta siswa untuk mendengarkan rekaman tentang ekspresi yang berkaitan dengan topik, *handling guests in a hotel*. Karena pada pertemuan sebelumnya pernah terjadi kesalahan teknis yang disebabkan oleh gangguan koneksi antara pengeras suara dan laptop, pada pertemuan kali ini R memastikan supaya peristiwa semacam ini tidak terulang lagi. R mulai memutar rekaman dan Ss mendengarkan dengan seksama. Beberapa Ss meminta untuk memutar ulang rekaman dan R memutuskan untuk memutarnya dua kali lagi. Ss dapat dengan mudah mengidentifikasi ungkapan-ungkapan yang didengar sehingga latihan pada Task 3 dapat diisi dengan mudah. Selanjutnya, R meminta Ss secara sukarela mempraktekkan ekspresi yang telah mereka dengar. Terjadi sedikit kesalahan terutama pada penggunaan intonasi untuk mengungkapkan kalimat tanya. R mencatat kesalahan tersebut.
7. R melanjutkan kegiatan pada Task 4. Ss diminta menjodohkan ekspresi-ekspresi yang telah disediakan untuk dijadikan sebuah percakapan yang utuh dan sistematis. Beberapa menit setelah menyelesaikan, Ss mempraktekkan percakapan tersebut dengan teman sebangku mereka. Dua pasang Ss mempraktekkan percakapan tersebut dengan keras agar Ss yang lain dapat mendengarkan. R mencatat beberapa kesalahan yang dilakukan. Terlihat seorang S kurang percaya diri karena dia berbicara terlalu pelan dan tidak melihat ke lawan bicaranya. Tiga Ss yang lain sudah cukup percaya diri dan lancar.
8. R memulai *game* dengan memberikan sedikit gambaran tentang game yang akan dilakukan. Permainan pada pertemuan kali ini adalah *Looking for a Hotel Game*. R kemudian menjelaskan peraturan *Game*. Ss dengan mudah memahami peraturan tersebut sambil mereka memperhatikan peraturan yang tertulis dalam handout. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. *Game* dimulai 20 menit sebelum jam berakhir. Ss melakukan permainan tersebut dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas. Pada akhir kegiatan, kelompok yang menjadi pemenang diminta untuk maju kedepan kelas dan Ss lainnya diminta untuk bertepuk tangan atas kemenangan kelompok tersebut “*Give big applause to the winner...*” dan pada pertemuan ini, R sudah memberikan hadiah untuk pemenang game.
9. R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. R memberikan feedback pada beberapa kesalahan yang dilakukan siswa pada kegiatan sebelumnya. Beberapa Ss merespon feedback dengan bertanya kepada R tentang terjemahan kata dan pengucapan kata. Ss mengatakan bahwa kegiatan hari menyenangkan. Mereka merasa semangat dan senang mengikuti pelajaran.
10. R menutup kegiatan pada hari tersebut dan mengucapkan terimakasih.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R bertanya kepada Ss tentang pengalaman mereka untuk pelajaran hari ini menggunakan *communication game*.

Field Notes 12

Waktu : Jumat, 12 Oktober 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)
 Ss : Siswa-siswi (Students)

R tiba di sekolah sebelum jam istirahat. R kemudian menemui ET untuk melaporkan bahwa kemarin R sudah masuk kelas untuk menggantikan jam mengajar pada hari Kamis karena pada hari Jumat ET ada jadwal kuliah dan pada hari tersebut ET mendapatkan giliran untuk presentasi.

R memasuki ruang kelas setelah jam istirahat berakhir. Sambil melihat kondisi kelas yang sudah cukup kondusif, R langsung memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan *"Good Morning, everyone"*. Ss menjawab dengan ungkapan *"Good Morning, Miss Ayu"*. R melanjutkan *"How're you today?"* dan beberapa Ss merespon dengan ungkapan *"Fine. Thank you. How about you?"* R merespon *"I'm fine, too. Thanks."*
2. R melanjutkan kegiatan dengan menanyakan tentang kehadiran siswa terlebih dahulu *"Is anyone absent for today?"* Ss yang duduk di bangku paling depan menjawab *"Andri dan Wahyu, Miss"*. Kemudian Ss yang lain menyebutkan nama teman mereka yang tidak masuk beserta alasannya *"Andri is absent without permission and Wahyu masih sakit, Miss"* R menganggukkan kepala kemudian mengulang apa yang baru saja dikatakan oleh siswa menggunakan bahasa Inggris *"Oh, Wahyu is still at the hospital? How was her condition last week?"*. Seorang siswa menjawab dengan pelan *"Masih harus mendapatkan perawatan serius, Miss. Tulang pahanya patah."* R merespon *"I'm sorry to hear that and I hope she'll get well soon"*. R mencatat kekurangan Ss untuk masukan feedback pada sesi terakhir.
3. R mengawali pelajaran dengan mengajak siswa untuk beberapa menit mendiskusikan tentang hal atau kegiatan apa saja yang mereka ketahui tentang tempat menjual pakaian seperti distro dan butik. Beberapa siswa terlihat antusias untuk mengikuti pembelajaran karena tema yang dirasa sesuai dengan apa yang mereka kenali dan sukai. Kelas yang didominasi oleh Ss perempuan membuat pembahasan tentang fashion lebih hidup. Saat R menanyakan hal apa saja yang mereka ketahui tentang fashion dan perkembangannya, mereka sangat bersemangat. Ss banyak tahu tentang macam-macam pakaian, dimana mereka bisa memperoleh pakaian dengan model tertentu bahkan perkiraan harga pun diketahui oleh beberapa Ss.
4. R selanjutnya membagikan handout pada Ss tentang *Shopping for Clothes*. Setelah itu, R meminta Ss untuk memperhatikan gambar pada Task 1 dan melengkapi latihan yang menyertainya. Setelah itu, Ss diminta untuk memberikan jawaban terkait dengan gambar secara lisan. Beberapa Ss yang menjawab pertanyaan tersebut dengan mudah mengemukakan jawaban dengan lancar dan benar. Beberapa Ss yang lain menulis jawaban yang benar dari Ss yang

memberikan jawaban tadi. Karena terjadi cukup banyak kekeliruan saat Ss mengucapkan beberapa istilah tentang fashion, R meminta Ss untuk menirukan pengucapan yang benar berdasarkan apa yang mereka dengar di kamus elektronik. Ss dengan mudah menirukan pengucapannya. Mereka nampak senang menggunakan kamus elektronik yang dapat membantu mereka saat kesulitan dalam hal pengucapan.

5. R melanjutkan aktivitas dengan memutar rekaman yang akan digunakan untuk melengkapi Task 2. Karena perangkat yang akan digunakan sudah benar-benar disiapkan, pada sesi pemutaran rekaman tidak lagi terjadi kesalahan teknis. Kegiatan *listening* berjalan lancar. Rekaman diputar dua kali agar siswa mendapatkan input sebagai contoh penggunaan ekspresi untuk melayani pelanggan atau tamu toko dan ekspresi yang digunakan oleh pelanggan. Ss terlihat sangat memperhatikan penggunaan ekspresi tersebut saat sedang mendengarkan. Selanjutnya, R meminta Ss secara sukarela mempraktekkan ekspresi yang telah mereka dengar. Terjadi sedikit kesalahan terutama pada penggunaan intonasi untuk mengungkapkan kalimat tanya. R mencatat hasil pengamatannya.
6. R melanjutkan kegiatan pada Task 3. Ss diminta menyusun kata-kata yang masih rumpang menjadi tiga ekspresi yang benar. Setelah itu, tiga siswa diminta secara sukarela mengungkapkan jawaban yang tepat. Dan kepada siswa yang dapat dengan benar mengucapkan ekspresi tersebut, R memberi rewards sebagai penyemangat bagi Ss yang lain khususnya bagi Ss berkaitan agar lebih rajin lagi. Beberapa menit setelah itu, Ss diminta membuat percakapan singkat dengan teman sebangku. Dua pasang Ss mempraktekkan percakapan tersebut dengan keras agar Ss yang lain dapat mendengarkan. R mencatat beberapa kesalahan yang dilakukan. Ss yang mempraktekkan percakapan terlihat cukup bagus, baik dari segi tutur bahasa maupun gesturnya. R memberikan reward dengan berkata "*Thank you. That was great*" pada kedua pasang Ss.
7. R memulai *game* dengan memberikan sedikit gambaran tentang game yang akan dilakukan. Permainan pada pertemuan kali ini adalah *Shopping for Clothes*. R kemudian menjelaskan peraturan *Game*. Ss dengan mudah memahami peraturan tersebut sambil mereka memperhatikan peraturan yang tertulis dalam handout. Sebelum permainan dimulai, terlebih dahulu R memberikan simulasi. *Game* dimulai 30 menit sebelum jam berakhir. Ss melakukan permainan tersebut dengan cukup lancar karena peraturan yang diberikan sudah cukup jelas. Selain itu, topik bahasan juga mengundang antusiasme Ss. Pada akhir kegiatan, kelompok yang menjadi pemenang diminta untuk maju kedepan kelas dan Ss lainnya diminta untuk bertepuk tangan atas kemenangan kelompok tersebut "*Give big applause to the winner...*" dan pada pertemuan ini, R sudah memberikan hadiah untuk pemenang game.
8. R dan Ss melakukan refleksi terhadap kegiatan pada hari tersebut secara keseluruhan. R memberikan feedback pada beberapa kesalahan yang dilakukan siswa pada kegiatan sebelumnya. Beberapa Ss merespon feedback dengan bertanya kepada R tentang terjemahan kata dan pengucapan kata. Ss mengatakan

bahwa kegiatan hari menyenangkan. Mereka merasa semangat dan senang mengikuti pelajaran.

9. R menutup kegiatan pada hari tersebut dan mengucapkan terimakasih.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R bertanya kepada Ss tentang pengalaman mereka untuk pelajaran hari ini menggunakan *communication game*.

Field Notes 13

Waktu : Jumat, 19 Oktober 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)
 Ss : Siswa-siswi (Students)

R tiba di sekolah sebelum jam istirahat. R kemudian menemui ET untuk melaporkan bahwa hari ini adalah pertemuan terakhir untuk penelitian. ET bertanya tentang gambaran hasil penelitian yang sudah nampak selama ini. R menjelaskan bahwa Ss mengalami peningkatan terutama pada aspek kepercayaan diri, keaktifan mengikuti kegiatan dan kelancaran mereka dalam mengungkapkan ide meski masih terdapat beberapa kesalahan baik pada segi pengucapan maupun tata bahasa. R juga menambahkan bahwa pada hari tersebut akan diadakan post-test untuk mengetahui sejauh mana peningkatan kemampuan berbicara siswa. ET menanyakan apakah masih akan ada jam untuk penelitian lagi dan R menyatakan bahwa jika dibutuhkan, R akan memerlukan jam tambahan lagi. R juga mengundang ET untuk dapat masuk kelas memberikan penilaian pada post-test yang akan dilaksanakan pada jam kedua. ET menyatakan bahwa beliau sanggup datang dan R mengucapkan terimakasih.

Field Notes 14

Waktu : Jumat, 19 Oktober 2012
 Tempat : Ruang Kelas XI MM 4
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)
 Ss : Siswa-siswi (Students)

R memasuki ruang kelas setelah jam istirahat berakhir. Sambil melihat kondisi kelas yang sudah cukup kondusif, R langsung memulai kegiatan dengan urutan sebagai berikut.

1. R membuka kegiatan dengan mengucapkan "*Good Morning, Students*". Ss menjawab dengan ungkapan "*Good Morning, Miss*". R melanjutkan "*How're you today?*" dan beberapa Ss merespon dengan ungkapan "*Fine. Thank you. And you?*" R merespon "*I'm totally fine, thank you.*"

2. R melanjutkan kegiatan dengan menanyakan tentang kehadiran siswa terlebih dahulu “*Who is absent for today?*” Ss yang duduk di bangku paling depan menjawab “Ema, Cahyo and Wahyu, Miss”.
3. R mengawali pelajaran dengan mengajak siswa untuk beberapa menit mendiskusikan tentang hal atau kegiatan apa saja yang mereka ketahui tentang pelayanan di bank. Beberapa Ss terlihat berbisik dengan teman sebangku mereka setelah R menanyakan pertanyaan lanjutan terkait dengan siapa saja yang biasa berada dan mengunjungi bank, tujuan orang datang ke bank, cara membuka rekening dan cara menyimpan uang. beberapa pertanyaan tersebut dapat direspon oleh Ss. Ketika mengucapkan kata “*money, cheque, clerk dan account*”, Ss mengalami sedikit kesulitan. Hal tersebut terlihat dari pengulangan pengucapan kata tersebut beberapa kali oleh Ss dan R menanggapi dengan raut muka yang menanyakan keyakinan Ss. Beberapa Ss yang membawa laptop berinisiatif untuk membuka kamus elektronik dan mendengarkan cara pengucapan dari kata-kata tersebut. Seorang S kemudian menirukan pengucapan kata berdasarkan apa yang baru saja didengar. Ss yang lain melihatnya. R kembali melihat Ss yang membawa laptop dan memintanya untuk mengulang apa yang baru saja diucapkan agar ditirukan oleh teman-temannya karena pengucapannya sudah benar.
4. R selanjutnya membagikan handout pada Ss tentang *Opening an Account*. Setelah itu, R meminta Ss untuk memperhatikan catatan yang harus dilengkapi pada Task 1. Setelah itu, Ss diminta untuk mendengarkan rekaman yang akan diputar yang berisi penjelasan pegawai bank tentang bagaimana cara membuka rekening. Ss diminta untuk melengkapi Task 1 berdasarkan apa yang telah mereka dengar. Setelah dua kali pemutaran, Ss diminta untuk memberikan jawaban secara lisan. Cukup banyak Ss yang antusias mengajukan diri untuk mengemukakan jawaban. R menunjuk salah satu dari mereka. Beberapa Ss mengemukakan jawaban dengan lancar dan benar. Beberapa Ss yang lain menulis jawaban yang benar dari Ss yang memberikan jawaban tadi. Mereka nampak senang dapat mengikuti pelajaran dan memperoleh kesempatan untuk mengemukakan jawaban.
5. R melanjutkan aktivitas dengan memutar rekaman yang akan digunakan untuk melengkapi Task 2. Karena perangkat yang akan digunakan sudah benar-benar disiapkan, pada sesi pemutaran rekaman tidak lagi terjadi kesalahan teknis. Kegiatan *listening* berjalan lancar. Rekaman yang kedua adalah percakapan di bank. Ss terlihat sangat memperhatikan penggunaan ekspresi yang digunakan baik oleh pegawai bank ataupun pelanggan saat sedang mendengarkan. Selanjutnya, R meminta Ss secara sukarela mempraktekkan ekspresi yang telah mereka dengar setelah Ss melengkapi Task 2. R mencatat hasil pengamatannya.
6. R melanjutkan kegiatan pada Task 3. Ss diminta menyusun kata-kata yang masih rumpang menjadi kalimat yang benar. Kegiatan pada sesi ini langsung didiskusikan bersama. Suluruh Ss saling bersahutan memberikan jawaban yang tepat. Ketika mendengar serang Ss mengucapkan jawaban yang paling tepat, R melihatnya dan memintanya untuk mengulang apa yang baru saja dikatakan. Ss yang lain mendengarkan. R menanggapi dengan mengatakan “*Marvelous*”

kepada siswa yang dapat dengan benar mengucapkan ekspresi tersebut, R juga mengatakan *"You're all great"* kepada seluruh Ss agar mereka merasa dihargai atas usaha mereka.

7. R memulai *post-test*. Sebelumnya, Ss diminta membaca petunjuk *post-test* sebagaimana telah tertulis di handout pada Task 4. Tidak sedikit siswa yang memahami petunjuk tersebut dengan mudah sehingga R dapat melanjutkan memberikan tambahan penjelasan untuk pelaksanaan *post-test*. R kemudian meminta Ss mencari pasangan secara bebas dan membuat percakapan berdasarkan *guideline* yang telah disediakan. Seorang S berpura-pura menjadi seorang pegawai bank dan seorang S menjadi tamu atau pelanggan bank. Ss menampilkan percakapan berdasarkan peran yang telah mereka putuskan bersama. Ketika Ss sedang mempersiapkan percakapan mereka, R memanggil ET untuk hadir di kelas memberikan penilaian untuk *performances* Ss. *Post-test* selesai melebihi jam pelajaran. Hasil yang diperoleh tercatat dalam kertas penilaian. Setelah itu, ET meninggalkan kelas.
8. Pada pertemuan terakhir ini, R memberikan sedikit feedback satu arah kepada Ss. R mengucapkan terimakasih atas kerjasama dan bantuan Ss selama ini.
9. R menutup kegiatan pada hari tersebut dan berpamitan.

Sebelum meninggalkan kelas, R meminta 4 (empat) Ss untuk bersedia diwawancarai. R bertanya kepada Ss tentang pengalaman mereka selama mengikuti pelajaran Bahasa Inggris bersama R.

Field Notes 15

Waktu : Selasa, 30 Oktober 2012
 Tempat : Ruang Guru SMK Muhammadiyah 2 Klaten Utara
 R : Peneliti (Researcher)
 ET : Guru Bahasa Inggris (English Teacher)

R datang ke sekolah untuk menemui ET. R bermaksud ingin bertanya kepada ET tentang kesan terkait perubahan yang dialami Ss setelah penelitian dilaksanakan. ET menyatakan bahwa Ss lebih bersemangat dan aktif mengikuti pelajaran. Dalam beberapa kegiatan, kadang mereka bertanya atau menjawab apa yang ditanyakan oleh ET. Pengucapan mereka kadang masih keliru, tapi karena mereka sudah memiliki kamus elektronik, mereka dapat mengecek cara pengucapan yang benar saat ditegur oleh ET. Karena pada saat itu ET akan mengajar, perbincangan antara R dan ET hanya berlangsung sebentar saja. R mengucapkan terimakasih kepada ET dan berpamitan.

Interview Transcript 1

Hari dan tanggal : Senin, 6 Maret 2012
 Tempat : Ruang Tamu SMK Muh. 2 Klaten Utara
 Narasumber : Wakil Kepala Kurikulum (Ibu Istinganah)

- P : Peneliti
 W : Wakil Kepala Kurikulum (Ibu Istinganah)
- P : Selamat pagi, Bu...
 W : Pagi, *Mbak*...
- P : Begini, Bu. Maaf mengganggu *Njenengan* sebentar. Saya mahasiswa UNY dari jurusan Pendidikan Bahasa Inggris. Saya kemari berniat untuk mengajukan ijin penelitian secara informal.
- W : *Ndak po po, Mbak*...
 Maaf juga ya Ibu kepala Sekolah tidak bisa ditemui saat ini. Beliau lagi ada acara di sekolah lain. Jadi, saya yang mewakili beliau.
Mbake dulu mahasiswa yang KKN di sini *to*?
- P : *Nggih, mboten nopo-nopo, Bu*...
 Iya, *kulo* KKN *teng mriki*.
- W : Temanmu ga ada yang mau penelitian di sini juga?
- P : Sepertinya cuma saya saja, Bu...
- W : O... Iha ini langsung mau ketemu guru Bahasa Inggris ato gimana?
- P : Iya, Bu...
 Langsung ketemu sama guru Bahasa Inggris *mawon*.
- W : Ya udah, langsung ketemu beliau *wae* ya...
 O, ya. Besok kalo udah deket waktu penelitian, kira-kira 2 minggu atau 1 bulan sebelum penelitian, tolong kasih surat ijin yang dari propinsi dan proposal penelitianmu juga ya, *Mbak*. Bisa langsung diberikan kepada Ibu Kepsek atau saya juga bisa.
 Tak cariin Pak Syar atau Bu Ulfah dulu ya, *Mbak*.
- P : Iya, Bu...
 Terimakasih.

Interview Transcript 2

Hari dan tanggal : Senin, 6 Maret 2012
 Tempat : Ruang Tamu SMK Muh. 2 Klaten Utara
 Narasumber : Guru Bahasa Inggris (Ibu Ulfah Chasanah)

- P : Peneliti
 G : Guru Bahasa Inggris (Ibu Ulfah Chasanah)
- P : Pagi, Bu...
 G : Ya *Mbak*, pagi juga...
 Wah, *piye iki kabare*? Udah selesai kuliahmu?

- P : Alhamdulillah udah selesai teorinya, Bu...
Ini baru mulai skripsi. Begini, Bu, saya mau minta ijin penelitian.
- G : *Yo*. Mau penelitian di kelas berapa?
- P : Kalo boleh kelas XI, Bu...
- G : O, ya bagus. Kalo ngajar kelas X, mereka masih dalam tahap penyesuaian diri dengan lingkungan sekolah yang baru dan kelas XII, mereka sudah harus berkonsentrasi untuk menghadapi ujian. Jadi, *tak kiro* kelas XI itu ideal untuk penelitianmu besok. Tentang apa penelitianmu nanti?
- P : *Speaking*, Bu...
- G : Iyo. Siswa SMK *ki* perlu *akeh* latihan *speaking*. Dari SKKD yang ada di silabus, siswa itu lebih ditekankan untuk bisa menguasai writing dan speaking.
- P : Emh... Begini, Bu. Untuk meningkatkan kemampuan *speaking* siswa, biasanya kegiatan apa yang bapak lakukan di kelas?
- G : Aku jarang ngasih kegiatan tentang speaking sih, *Mbak*.... Soalnya aku lebih mengutamakan mereka untuk bisa mengerjakan soal ujian. Tahu lah, kemampuan siswa di sini seperti apa. Jadi, yang sekiranya lebih berguna lebih aku dahulukan.
Tapi, untuk penelitianmu itu nanti, bagus. Kita malah bisa saling melengkapi. Siswa biar punya pengalaman. Rencananya, kamu mau gimana penelitian nanti?
- P : Nah, begini, Bu. Saya berencana untuk pake *game*, *communication game*.
- G : Ya, *monggo*. Nanti kamu penelitiannya setelah lebaran aja, soale kalo sekarang lagi pada sibuk menyiapkan ujian.
Apa lagi ni yang bisa saya bantu?
- P : Iya, sekitar akhir bulan Agustus, ya Bu?
Emh... kalo boleh, saya mau minta intrumen ajar, Bu.
- G : O, itu kamu download silabus sendiri aja ya, banyak di internet. Kan kalo SMK hampir sama aja to?! Nanti RPP kamu kembangkan sendiri juga. Kalo format untuk sekolah sini, nanti aku kasih. Kemaren baru aja dibagi dari kepsek untuk menyeragamkan RPP yang kita bikin, *Mbak*....
- P : O, begitu. Nanti saya download silabusnya sendiri, Bu. Terima kasih atas ijin dan beberapa masukannya, Bu.
- G : Ya, segera diselesaikan proposalmu. Tak tunggu kamu ke sini lagi.
- P : Ya, Bu... *Pamit nggih*, Bu...
- G : Ya...

Interview Transcript 3

- Hari dan tanggal : Selasa, 18 September 2012
Tempat : Teras kelas XI MM 4
Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
S1 : Siswa 1
S2 : Siswa 2

- S3 : Siswa 3
S4 : Siswa 4
- P : Selamat siang, teman-teman... maaf sebelumnya, saya mau tanya-tanya sebentar, bisa?
- S1 : Siang, *Mbak*... ya bisa bisa.
- P : Maaf mengganggu jam istirahat kalian. Perkenalkan, saya Ayu Dewi dari UNY.
- S3 : *Mbak* dulu mahasiswa yang KKN di sini *to*?!
Mau ngapa he, *Miss*?
- P : Iya. Saya tahun lalu KKN-PPL disini. Kalian juga masih ingat *to*?! Hmm... tak kira udah lupa.
- S4 : Iya lah, *Miss* kan ngajar di kelas kami. Ya masih inget lah...
- P : Maaf, langsung ke pokoknya aja ya... Saya mau tanya tentang tanggapan kalian belajar bahasa Inggris selama di kelas XI ini. Silakan satu per satu *njawab* ya.
- S4 : Bahasa Inggris tu kadang sulit, kadang ya mudah, *Miss*.
- S2 : Sebenere, kalo kita memperhatikan, *yo isoh Mbak*... Tapi kadang *sok males*. Hehe...
- S1 : Kalo aku sih, pelajaran Bahasa Inggris di kelas XI malah lebih *ngedongi* daripada pas kelas X dulu, *Miss*.
- P : Iya, *to*? Waaa, aku dulu berarti kurang bikin kalian paham ya pas PPL?
- S1 : Ya, sebenere lumayan asyik pas diajar sama, *Miss Ayu*.
- P : Ya, Alhamdulillah kalo kalian menikmati belajar bareng aku. Hehe... O, ya. Kamu belum ngasih tanggapan. Apa tanggapanmu?
- S3 : Bahasa Inggris tu menurutku nggak sulit. Tergantung sama gurunya kok, *Mbak*...
Kalo neranginnya jelas, bisa bikin siswa paham, ya jadi gampang deh...
- P : Trus, selama diajar Bu Ulfa, apa yang kalian rasakan?
- S2 : Apa ya??? Paling kalo pas nerangin pake Bahasa Inggris, *Mbak*. *Yo* sebenere kalo dicampur masih bisa *ngerti, Mbak*... Sekalian belajar juga.
- P : Gitu ya? Kalo kamu?
- S1, S4 : Ya, sama, *Mbak*...
- S3 : Kalo aku sih sebenere ga terlalu masalah dengan Bahasa Inggris pas dipake buat nerangin, *Mbak*... yang penting jelas neranginnya dan yang penting contoh harus dikasih biar makin jelas juga penjelasannya tadi.
- P : O, ya.. memang beda-beda ya taggapan kalian. Baiklah, pertanyaan selanjutnya. Dari aktivitas belajar bahasa Inggris selama ini, aktivitas apa yang paling kalian sukai?
- S1 : *Listening*.
- S2 : Berbicara...
- S4 : Kalo aku lebih suka diterangin, terus dikasih contoh-contoh, *Mbak*...
- S3 : Aku lebih suka *Speaking* sama *Listening*.
- P : Lanjut lagi, ya... Gimana tanggapan kalian kalo belajar di lab?

- S1 : Aku sih lebih seneng di kelas, *Mbak...* di lab serem... hehe. Lagian kalo mau naik juga panas, *Mbak...* Kayaknya kalo di lab waktunya jadi lebih pendek, *Mbak...*
- S4 : Kalo aku juga lebih seneng di kelas, *Miss...* Kegiatannya di lab Cuma ndengerin lagu. Jadi *cepat* bosen. Kalo di kelas kan, lumayan, bisa nyatet-nyatet penjelasan dari bu guru. Hehe...
- S2 : Kurang efektif, *Mbak...*
- S3 : Sebenarnya kalo di lab itu nyenengin. Tapi, yang kite dengerin haruse ga lagu terus-terusan. Kaya dikasih soal-soal gitu, *Mbak...*
- P : Latihan soal *listening* ya?
- S3 : Iya, kan jadinya kita terbiasa saat ngerjain soal tes nanti. Emang sih, biasanya kalo mau tes dikasih latihan, tapi kalo seminggu sekali kan ya bagus. Ya ga, *Mbak?*
- P : Heehh, kq kamu kritis banget,. Bener tuh. Ya besok kalo pas ketemu bu guru bilang aja kaya gitu tadi.
- S3 : Wah, *Mbak...* Ga berani. hehe
- P : Ya udah, kalo besok pas aku ngobrol sama ibu guru, tak sampein, deh... makasi ya kerjasamanya, temen-temen... Met belajar.
- S1, S2, : Iya, *Miss*. Sama-sama.
- S3, S4

Interview Transcript 4

- Hari dan tanggal : Kamis, 20 September 2012
- Tempat : Ruang kelas XI MM 4
- Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
- S1 : Siswa 1
- S2 : Siswa 2
- S3 : Siswa 3
- S4 : Siswa 4

- P : Saya mau tanya tentang kesan kalian setelah mengikuti kegiatan hari ini. Menurut kalian, gimana tadi bikin percakapannya? Sulit ato gampang?
- S1 : Hmm... lumayan mikir, *Mbak*. Soale pas pelajaran-pelajaran sebelum kita ga pernah disuruh bikin percakapan kaya tadi. Apalagi terus dipraktekin kaya tadi. Dulu pas SMP malah pernah.
- P : O, gitu ya? Kalo kamu?
- S2 : Kalo aku sih malah seneng praktek ngomong kaya tadi, *Mbak*. Kegiatannya kalo kaya gitu ga bikin ngantuk.
- S3 : Sebenere pas praktek tadi sedikit malu, *Mbak...* Ngomong pake bahasa Inggris tu susah-susah gampang. Kalo salah pas ngomong kata tertentu jadinya gimana gitu. Hehe...

- P : Malu karena takut diketawain ato karena ga tau pengucapannya?
- S3 : Yo dua-duanya... Sama ga tau kata-kata yang mau dipake. Bahasa Inggrisnya apa gitu.
- S4 : Emh... aku tadi pas bikin dialog agak gampang. Aku tadi liat di kertas yang dikasih sama *Mbak* ada contoh percakapan yang bisa tak pake beberapa kalimat. Pas njelasin sebentar tadi juga kebantu memahaminya karena bisa liat tulisannya gimana. Jadi kita nggak perlu banyak nulis, *Miss*...
- P : Ya... emang bener. Itu contoh percakapan yang ada di *handout* sengaja saya sediakan untuk membantu kalian mengenali ungkapan-ungkapan yang bakal digunakan untuk *pre-test* nantinya.
- S1 : Oalah, tau gitu...
- P : Iya, besok lagi, kalo kurang paham instruksinya, bisa tanya. Saya seneng kalo ada yang bertanya.
- S2 : Iya, *Miss*...
- P : Eh, tanya lagi ya... Kalo pelajaran sama Bu Ulfa, kalian diberi PR atau tugas ga?
- S1, S4 : Kadang...
- P : Emang PR atau tugas tentang apa he?
- S1 : Ya dari LKS, *Miss*...
- S3 : Terus besoknya kadang dibahas kadang juga nggak.
- P : Em... pertanyaan terakhir ni ya... Pada saat ngajar tadi, kira-kira apa yang membuat kalian kurang paham?
- S1 : Itu, lho *Miss*... kalo bicara jangan cepet-cepet.
- S4 : Iya, terus pas lagi nerangin pake bahasa Inggris pelan-pelan aja. Tadi sebenere bisa ngerti karena kita minta pake Bahasa Indonesia setelah *Mbak* nerangin pake Bahasa Inggris. Hehe...
- S2 : Umh... kalo aku sih karena kita belum terbiasa belajar sama *Mbak*, mungkin ya... Jadinya kita sedikit agak malu atau nggak bebas gitu tanya-tanya kalo pas belum paham.
- S3 : Ho'oh, mendingan diam deh, nanti nanya temen ae...
- P : Ternyata begitu, to?
Ya, saya usahain besok bisa ngajar dengan lebih baik.
Hari ini cukup segitu dulu ya. Terimakasih kerjasamanya. Sampe ketemu besok.
- S1, S2, S3, S4 : Iya, sama-sama...

Interview Transcript 5

- Hari dan tanggal : Jumat, 21 September 2012
- Tempat : Ruang kelas XI MM 4
- Narasumber : Empat siswa dari kelas XI MM 4

P : Peneliti

S1 : Siswa 1

S2 : Siswa 2

S3 : Siswa 3

S4 : Siswa 4

P : Siang... mau tanya-tanya lagi. Maaf ya, ngganggu kalian terus. Hehe...

S1 : Ga kok, *Miss*.

P : Na, tanggapan kalian terhadap pembelajaran hari ini bagaimana?

S2 : Tambah seru, sebenere kalo setiap hari pelajaran dibiasain pake bahasa Inggris, jadi lama-kelamaan paham apa yang diomongin. Kita jadi tau juga kata-kata yang dipake sehari-hari. Jadi tambah pengalaman lah, *Mbak* pokoknya. Hehe...

S4 : Iya, kita seolah-olah jadi akrab (pada ungkapan yang digunakan) gitu, *Mbak*...

S1 : *Witing tresno jalaran soko kulino*. Karena biasa kita jadi suka.

S3 : Seneng, asyik,. Ngomongnya tapi terlalu cepet, *Miss*.

P : Iya, kalo kita biasa ndenger dan pake, pasti nanti jadi kebiasaan dan itu menjadi bukan hal yang asing bagi kita. masih terlalu cepat to? Tapi kalian bisa ngikuti kan?

S3 : Ya... emh... bisa sih, *Mbak*.

P : Kemaren kan aku ngasih soft file kamus digital ke salah satu temen kalian. Keliatannya tadi yang bawa laptop udah pada nginstal ya?

S1 : Iya, sampun *Mbak*...

P : Gampang kan pakenya? Membantu nggak tadi?

S3 : Lumayan, *Mbak*... kita tinggal ketik kata yang mau dicek cara ngucapinnya sama artinya, ntar langsung ketemu tanpa sambungan internet. Lebih gampang daripada pake kamus manual yang harus repot-repot buka-buka. Hehe...

S1 : Iyo... tapi ntar yen mati laptopnya kita juga kesulitan.

S2 : Iya, apalagi yen nganti mati lampu... Wa... berabe.

P : Memang sesuatu itu ada positif dan negatifnya *og*...

S4 : Iya, *Mbak*.... Tapi tadi nyenengin aja kalo mau ngomong nggak tau cara ngucapinnya tinggal cek sendiri di kamus. Bisa dipake buat belajar sendiri di rumah juga.

P : Selain itu, materinya gimana?

S4 : Gampang, *Mbak*... materinya sedikit. Jadi gampang dipahami.

P : Trus kalo yang lain? Kan tadi kita juga ndengerin rekaman, tuh... gimana menurut kalian? Membantu nggak?

S2 : Ga tegang, *Mbak*... Biasanya kalo sama Bu Ulfa *spaneng*. Iya, materi hari ini gampang dimengerti. Terus, pas muter audio tadi kita bisa denger contoh pengucapan. Asyik kegiatan kayak gitu tadi. Kita jadi terbantu untuk belajar cara mengucapkan kata-kata bahasa Inggris dan tau intonasinya seperti yang udah dijelasin sama *Mbak* Ayu sebelumnya.

- S1 : Jadi seneng belajar Bahasa Inggris. Ternyata ga susah-susah banget ya, *Mbak...*
- P : Kalo game yang kita lakukan tadi gimana?
- S1 : Hmm.. lumayan asyik, *Miss*. Kita bisa praktek ngomong pake bahasa Inggris. Terus, ngomongnya tu nggak yang ribet gitu.
- P : Iya, nggak terlalu sulit kan?! Yang lain?
- S3 : Bener, *Mbak*. Gamenya asyik. Tadi temen-temen juga banyak yang menikmati game. Apalagi pas aku ngasih pertanyaan untuk nebak kata yang mereka pikirkan. Wah, semangat banget kalo ngerjain temennya. Hehe...
- P : Ya, kan itu karena mereka merasa senang dan percaya diri. Yo, lanjut...
- S2 : Aturan di game tadi ga rumit. Soalnya kita juga pernah liat acara TV yang seperti game tadi. Jadi gampang deh... asyik lagi.
- S4 : Iya, belajar pake game memang capek. Tapi game ini beda. Kita ga lari-lari ataupun pindah-pindah tempat. Kita main kata. Ya kita rasa, game ini nyenengin dan bikin tambah semangat juga, *Miss*. Tapi sayang tadi waktunya kurang. Jadi kurang puas juga deh... hehe...
- P : Terus, satu lagi ya... tadi pas diminta kerja secara berkelompok itu bagaimana?
- S4 : Seneng, *Miss...* kalo mau nanya sama njawab bisa lebih *enjoy*. Soalnya nggak cuma sendirian dan nggak takut keliru juga. Kalo sendiri kan, lama mikirnya dan juga nggak pe-de mau *ngomong*. Hehe...
- S1 : Meski jatah bicara kita sedikit, kita semua tetep dapet giliran buat nanya dan njawab tanpa khawatir. Serasa apa yang kita lakukan bersama itu lebih gampang aja, *Mbak...* Emh, soalnya kita juga pengen menang, jadinya ya kayak gini usaha kita...
- P : Iya. Bener. Kalian tadi kelihatan oke.
Hmm...
Terimakasih untuk kesempatan ini. Selamat melanjutkan aktivitas Jumat ya...
- S1, S2, : Sama-sama.
S3, S4

Interview Transcript 6

- Hari dan tanggal : Jumat, 28 September 2012
- Tempat : Ruang kelas XI MM 4
- Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
- S1 : Siswa 1
- S2 : Siswa 2
- S3 : Siswa 3
- S4 : Siswa 4

- P : Siang. Maaf ya, ngganggu kalian lagi. Sekarang ini ceritanya aku mau nanya-nanya sama kalian tentang pelajaran dan *game* yang kita lakukan hari ini tadi.
- S1 : Ga kok, *Miss*. Monggo, nanti kita jawab deh... hehe... tapi jangan lama-lama ya *Mbak*, soale keburu jumatannya ini nanti.
- P : Oh, tenang, ga lama kok... langsung saja ya... Nah, tanggapan kalian terhadap pembelajaran hari ini bagaimana?
- S2 : Seneng, asyik, udah mulai terbiasa sama *Mbak*, jadine ngga grogi gitu...
- S3 : Terusan, gamenya ga bikin capek. Kita cuma nanya-nanya sama njawab pertanyaan. Jadi ketahuan de, siapa yang suka goroh. Hmm...
- S4 : Kalo aku tadi dapet kelompok yang lumayan enak. Gampang jadinya mau njawab dan nanya.
- P : Oh, begitu. Tadi kamu bilang (sambil melihat S3) *gamenya* nggak bikin capek. Emang kalo *game* yang bikin capek tu yang seperti apa?
- S3 : Ya yang harus lari-lari, pindah-pindah tempat dan juaranya ntar yang paling duluan sampe gitu... Emh... kayak game-game pas HW (Hizbul Wathon) itu loh. Kalo yang tadi kan, kita duduk sambil ngobrol gitu. Jadinya nggak nguras tenaga.
- S2 : Kita jadi lumayan pe-de ngomong pake bahasa Inggris. Nggak khawatir salah-salah juga. Tadi pas dapet giliran tanya, aku liat temen-temen bisa ngomong pake bahasa Inggris cukup lancar. Yo, emang kayane masih banyak klirunya, sih... Hehe... Emh, dan lagi kita jadi tau gimana ngetes orang yang bilang sesuatu nggak jujur. Tinggal kita tanya aja detil, kalo jujur pasti njawabnya lancar. Beneran tambah pengalaman deh pokoknya, *Mbak*...
- P : Game yang outdoor ya emang nguras tenaga. Karena kita belajar di kelas, saya pekenya juga game yang bisa mengembangkan kemampuan berbahasa kalian, entah itu *listening*, *speaking*, *reading* ato *writing*. Nah, yang kita pake tadi tu game untuk melatih kemampuan berbicara alias *speaking*. Terus, kalo dari segi materi yang tak sampein, caraku njelasin tadi gimana?
- S4 : Hmm.. lumayan asyik, *Miss*.
- P : Yang lain?
- S3 : Sippp lah... hehe.
- P : Kok gitu, sih... yo kasih masukan dong...
- S2 : Emh,. Menurutku tadi ngomongnya *Mbak* Ayu udah ga kecepetan kaya kemaren, terusan aku suka kalo *Mbak* pindah-pindah jadinya nggak malu kalo mau tanya. Kalo di depan terus mau nanya agak gimana gitu...
- S1 : Pokoknya kalo nerangin materi jangan cepet-cepet dan yang penting ada contohnya deh... tapi sebenere kalo main *game* tu lebih asyik lagi yang menang dikasih hadiah, *Miss*. Brrr... lebih bersemangat. Tanpa disuruhpun ntar kita bakal maju. Hehe... Cuma usul lho...
- S3 : Iya tuh, bener banget... Like this.
- P : Gitu ya, kalo Cuma dpate pujian masih kurang? Hehe...
- S2 : Ya nggak gitu juga, tapi nanti pasti lebih semangat deh... kayak pas lomba-

- lomba 17an ato yang lainnya. Kita kan ikut karena pengen dapet hadiah. Lebih seru juga kalo ada yang diperebutkan. Hee.
- P : Hmm... oke-oke. Itu nanti saya pertimbangkan.
- S4 : Good... good... good...
- P : Oke, hari ini cukup sampai disini dulu ya... Terimakasih dan selamat Jumatan.
- S1, S2 : Iya, *Mbak*. Ati-ati kalo mau pulang.
- P : Ya... Nuwun ya...

Interview Transcript 7

- Hari dan tanggal : Senin, 1 Oktober 2012
- Tempat : Ruang tamu sekolah
- Narasumber : Guru Bahasa Inggris kelas XI MM 4

- P : Peneliti
- G : Guru Bahasa Inggris
- P : *Sugeng Enjang*, Bu...
- G : Yo, *Mbak*... piye? Udah selesai?
- P : Iya, Bu... Cycle 1 udah selesai. Ini saya mau share dan sedikit diskusi tentang hasil dan rencana untuk Cycle 2 besok, bu...
- G : O... ya *Mbak*. Dari kamu dulu ae, piye hasile kemaren?
- P : Emh... kalo menurut pengamatan saya selama Cycle 1 kemaren, siswa masih terkesan agak canggung menyampaikan pendapat atau bertanya karena mereka belum terbiasa. Tapi, di pertemuan terakhir kemaren, mereka *sampun* mulai santai. Kalo mereka ga tau ya nanya, kalo pengen ngomong ya mereka sampaikan.
- G : Iya, *Mbak*. Emang siswa kan butuh adaptasi dengan orang baru. Mereka juga jarang tanya pas pelajaran sama saya. Jadi, kalo mereka mau nanya pas sama kamu ya udah lumayan dong...
- P : Alhamdulillah, bu... sedikit ada perubahan. Tapi saya kurang bisa mengatur waktu, Bu...
- G : Ya haruse gitu to, *Mbak*?
Mungkin kemaren kamu terlalu banyak nerangin ulang ke siswa, jadine waktumu banyak terbuang di situ. Kamu kalo njelasin ke mereka sekali aja, pas mereka tenang dan kamu ngomong pelan. Kalo aku byasane diem pas mereka pada berisik ato kalo nggak sabar ya aku tepuk-tepuk tangan ato pukul meja untuk menarik perhatian mereka, *Mbak*...
- P : Hehe, gitu ya, Bu? Nggih, bisa jadi referensi buat saya.
Emh... di Cycle 2 besok, saya mau pake game, tapi nanti jenis conversationnya beda dari yang pertama, Bu...
- G : Kamu dulu kan bilang yang pertama pake interpersonal, kan?! Jadi yang sekarang mau pake yang transaksional ya?

- P : Ehm... iya, Bu...
- G : Ya, monggo. RPPnya mana?
- P : Ini, Bu...
- G : Aku minta soft file nya aja ada nggak, *Mbak*? Sekalian yang Cycle 1 kemaren juga. Mumpung bawa laptop.
- P : O, nggih, Bu... saya copy-in dulu.
- G : Nganggo flashdisku wae, *Mbak*...
- P : Ya, Bu...
- G : Makasi ya, *Mbak Ayu*... kalo ada perlu lagi nanti kamu bisa sms saya *mawon*. Maaf sebelume, ini saya mau ada acara di sekolah sebelah, gitu dulu aja ya, *Mbak*.... Besok Jumat kamu langsung masuk kelas aja. Seperti biasanya, saya kuliah, *Mbak*... Maaf ya, ngrepoti *Mbak Ayu*.
- P : Oh, nggih... nggih... Bu... *kulo mboten* repot. Malah *njengengan* yang *tak* ganggu, Bu.. hehe
Njing Jumat kulo mriki. Besok saya sms ibu dulu.
Nggih, niki sampun cekap. Maturnuwun sanget, Bu...
- G : Yo, *Mbak*...
- P : Kalo gitu *kulo nyuwun pamit riyin*, Bu...
- G : Ya, *Mbak*... ati-ati... Makasi lho sekali lagi.
- P : *Nggih*, Bu...

Interview Transcript 8

- Hari dan tanggal : Kamis, 4 Oktober 2012
- Tempat : Ruang kelas XI MM 4
- Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
- S1 : Siswa 1
- S2 : Siswa 2
- S3 : Siswa 3
- S4 : Siswa 4

- P : Pagi semuanya... seperti biasanya. Aku mau ngobrol sebentar...
- S1 : Ya, *Mbak*... tapi habis ini mau ada pelajaran lagi lho... nggak nanti pas istirahat aja?
- P : Nggak, sekarang aja, aku udah minta waktu sama bapak atau ibu guru kok... jadi nanti kita dikasih tambahan jam 15 menit...
- S2 : Yuhuu...
- S3 : Langsung aja, *Miss*.
- P : Yah, baik. Selama pelajaran hari ini tadi, kalian merasa gimana?
- S3 : Hmm...
- S4 : Seneng karena pelajarannya nyenengin.

- P : Kalo kamu?
- S1 : *I am be happy... hehe. Because I don't know why...*
- P : *So why?*
- S1 : Ya nyenengin aja kalo ada *game-game* kayak gini, *Miss...*
- P : Ya, kalo kamu?
- S2 : Mengasyikkan karena aktivitasnya nggak monoton.
- P : Nah, menurut kamu gimana?
- S3 : Aku tadi mau ngomong malah disela. Jadi lupa, deh...
Emh... kalo menurutku cukup sulit sih, *Mbak...*
- P : Loh... lha kenapa?
- S3 : Ga bisa bahasa Inggris lancar, *Mbak...*
- P : O, jadi belum pe de ngomong pake bahasa Inggris, ya?
- S3 : Ya, bisa dibilang begitu. Hehe...
- P : Tapi, kalo pemahaman pada materi yang aku sampein tadi gimana?
- S3 : Bisa kok, *Mbak...* Paham. Paham. Kan di handout ada contohnya, jadi bisa dipake belajar.
- P : Bagus... berarti tadi kamu beneran memperhatikan ya... Terus, kalo temen-temen yang lain gimana?
- S1 : Eh, *Miss...* tadi pas *game* sebenere *nervous* juga lho... terus kayaknya *gamenya* kurang gimana gitu... hehe...
- P : Kurang waktunya yang jelas... Ya nggak?
- S2, S4 : Benar sekali...
- S1 : Kita jadi nggak bisa tukeran posisi buat jadi peran yang lain, *Miss...*
- P : Iya, tapi santai saja, besok kalian pasti dapet peran beda kok. Kan masih ada satu *game* lagi.
- S3 : Iya, to?!
- P : Iya...
- S2 : Yang penting besok bisa lebih tertib, *Miss...*
- P : Game ini tadi kurang tertib, ya?!
- S2 : Iya. Tadi pas aku jadi tamu hotel, resepsionisnya hotel Summer sama Autumn njawab nggak sesuai dengan ekspresi yang diajarin tadi. Cuma *Yes* sama *No* ajah.
- P : Iya, tadi pas di akhir-akhir ya? Padahal sebenarnya ekspresinya gampang to?!
- S4 : Iya, *Mbak...*
- S3 : Lha soale tadi kan udah denger bel, ya aku cepet-cepet. Biar *gamenya* juga cepet selesai, *Mbak...*
- P : Iya juga sih... tapi secara keseluruhan, kalian tadi udah tampil baik... makasi kerjasamanya ya... pertanyaan terakhir untuk hari ini... Apakah kalian merasa kalau belajar di kelas dengan *game* bikin kita nggak bosan dan tambah semangat?
- S2 : Pastinya, *Mbak...*
- S1 : Kita bisa lebih semangat ikut pelajaran dan yang jelas nggak bosan, *Miss...*
- S3 : Kalo pake *game* ada hiburannya, *Mbak...* hehe...

- S4 : Jadi tambah seneng belajar bahasa Inggris... yang penting *gamenya* sesuai.
 P : Ya... terimakasih. Mungkin segitu dulu aja buat hari ini. Sampai ketemu besok, ya...
 S1, S2, : Iya, terimakasih juga, *Mbak*...
 S3, S4
-

Interview Transcript 9

Hari dan tanggal : Jumat, 12 Oktober 2012
 Tempat : Ruang kelas XI MM 4
 Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
 S1 : Siswa 1
 S2 : Siswa 2
 S3 : Siswa 3
 S4 : Siswa 4

- P : Selamat siang... yah, langsung saja kita mulai biar nanti kalian nggak telat jamaahnya ya...
 S1 : Oke, *Miss*...
 P : Pertama, aku mau nanya tentang kegiatan kita hari ini. Mulai dari sebelah kiri. *Monggo*...
 S2 : Hmm... hari ini nyenengin... kita bisa latihan ngomong bahasa Inggris lagi. Hehe...
 S3 : Kalo menurut aku nggak jauh beda, pelajarannya mengasyikkan.
 P : Lanjut...
 S3 : Sangat menyenangkan. Kita bisa belajar bahasa Inggris sedikit demi sedikit. Dapet banyak kosakata, *Mbak*... sebelumnya kita kesulitan kalo mau ngomong, sekarang udah mulai biasa dan mulai pe-de...
 S4 : Pelajaran seru. Kita bisa belajar Bahasa Inggris dengan mudah dan nggak mbosenin.
 P : Ya... bagus sekali. Kalo belajar pake game, kalian dapet apa aja to?
 S1 : Ya, macem-macam, *Miss*....
 P : Maksudnya?
 S2 : Kalo menang dapet hadiah.
 P : Tapi yang terpenting kan materi yang kita pelajari dan prakteknya.
 S1, S4 : Yup... bener, *Mbak*...
 S1 : Aku jadi lebih paham kalo jadi shop assistant itu ngomongnya kayak gitu tadi.
 S3 : Iya, karena terbiasa ngomong dari kemaren, aku ngerasa lebih berani dan nggak malu ngomong pake bahasa Inggris, *Miss*....
 P : Syukurlah... ya memang harus seperti itu.
 Emh... jadi selama belajar pake *game*, hal apa yang paling nyenengin buat

- kalian?
- S1 : Dapet hadiah...
- S4 : Nggak bosen, nggak ngantuk...
- S2 : Seneng, merasa tertantang... pokoknya very very very happy... hehe...
- S3 : Seru, bisa praktek ngomong lumayan banyak, *Miss*...
- P : Oke, bagus sekali...
- Mungkin sekian dulu untuk hari ini ya. Terimakasih kerjasamanya.
- S1, S2, : Iya, sama-sama...
- S3, S4

Interview Transcript 10

Hari dan tanggal : Jumat, 19 Oktober 2012

Tempat : Ruang kelas XI MM 4

Narasumber : Empat siswa dari kelas XI MM 4

- P : Peneliti
- S1 : Siswa 1
- S2 : Siswa 2
- S3 : Siswa 3
- S4 : Siswa 4

- P : Selamat siang... langsung saja, ya... menurut teman-teman, pelajaran hari ini bagaimana?
- S1 : Ya... lumayan, *Mbak*.
- P : Maksudnya lumayan gimana?
- S1 : Lumayan nggak bikin *bosen*. Hehe...
- P : O, begitu to... terus, yang lain juga gimana?
- S2, S3 : Sama, *Miss*...
- S4 : Kalo aku seneng banget bisa ikut pelajaran hari ini. Sebenere pengen main *game* lagi, *Miss*... Kemaren aku kan nggak masuk, temen-temen pada cerita kalo gamenya seru. Jadi *pengen*, deh...
- P : Iya, kemaren temn-temenmu pada asyik main gamenya. Kalo hari ini emang sengaja nggak pake game. Kan buat tes. Tadi pas diliat bu guru pada grogi ya?
- S1 : Lumayan, *Mbak*... mendadak lidah kaku. Kalo sama *Mbak Ayu mah santé-sante* aja... hehe...
- P : Kok gitu, sih... kan nanti kalian bakal diajar sama bu Ulfa lagi. Ya haruse kalian bisa menyesuaikan diri.
- S2 : Iya sih, *Miss*...
- P : Ya kudu iya.
- S3, S4 : Hmmm... beres, *Mbak*.
- P : Lanjut ya... tadi pas kalian diminta bikin percakapan pake guideline susah kah?

- S1 : Gampang kok, *Mbak...* kita tinggal praktek ngomong, karena tadi udah ndengerin rekaman yang bisa dipake buat acuan.
- S3 : Iya, rekaman tadi sangat membantu.
- P : Kalian tadi nyatet rekaman yang kalian dengar ya?
- S3 : Emh... sebagian, *Miss...*
- S4 : Aku cuma ndengerin buat ngisi jawaban. Selain itu nggak aku tulis, *Mbak...*
- S2 : Nggak nyatet aku.
- S1 : Aku juga cuma nulis buat njawab aja.
- P : O, jadi begitu ya... Selama belajar, kan kita pernah pake empat *game*. Nah, *game* yang paling kalian sukai *game* yang apa?
- S1 : Aku, *Miss*? Kalo aku suka yang *shopping* itu. Soalnya asyik. Kayak beneran gitu...
- S2 : Kalo aku suka yang hotel. Jadi resepsionis lumayan enak. Ada tamu datang, kita bilang good moring ato good afternoon ato good evening. Terus nanti tinggal nanya apa maunya. Pokoknya apa yang harus kita omongin udah jelas lah, *Miss...*
- P : He'emh... lanjut...
- S3 : Kalo akku juga suka yang *shopping*. Jadi penjaga toko juga jelas kok apa yang harus di omongin.
- S4 : Aku suka yang pertama di mainin dulu sama *shopping* juga.
- P : *Twenty questions* ya?
- S4 : Pokoknya yang kita main kaya eat bullaga itu lho, *Mbak...*
- P : Iya, *Twenty Questions...* terus, pertanyaan terakhir ni ya... biar kalian nggak telat jamaahnya. Hal apa yang paling berkesan selama pelajaran pake *game*? Mulai dari kamu sekarang.
- S4 : *Weh... kok aku meneh*. Ya... ya... ya...
Kalo aku... Emh... belajar pake *game* itu lebu seru, asyik, nyenengin, dan nggak mbosenin.
- S3 : Aku merasa lebih banyak praktek speaking dan ternyata belajar pake *game* itu juga mudah. Materi yang kita terima langsung kita praktekkan. Jadinya langsung bisa paham.
- P : Yang lain, gimana?
- S2 : Aku ngerasa *game* kemaren bikin kita tambah pe-de, *Mbak...*
- S1 : Menurutku, saat kita main *game*, kita nggak sadar kalo sebenarnya kita juga belajar. Biasanya temen-temen pada diem kalo ditanya sama bu guru ato pas disuruh maju pada jarang mau. Tapi setelah pake *game*, banyak yang aktif di kelas.
- S3 : Iya, yang biasanya ngomong pelan, pas main *game* jadi keliatan garangnya.
- P : Suaranya tambah keras maksudnya?
- S3 : Hehe... iya, *Mbak*.
- P : Saya rasa, ini cukup. Terimakasih atas kerjasama kalian selama ini ya...
- S1, S2 : Iya, sama-sama... Kami juga seneng belajar sama *Mbak Ayu...*
-

Interview Transcript 11

Hari dan tanggal : Selasa, 30 Oktober 2012
 Tempat : Ruang guru SMK Muh. 2 Klaten Utara
 Narasumber : Guru Bahasa Inggris kelas XI MM 4

P : Peneliti

G : Guru Bahasa Inggris

P : Selamat pagi, Bu...

G : Ya, *Mbak*... Sini-sini, duduk sini...
 Ngobrol di sini aja ya. Bentar lagi aku mau ngajar. Sambil nyiapin materi y ngobrolnya...

P : Iya, Bu...

G : Piye, piye?

P : Begini, Bu... kan jumat kemaren udah pertemuan terakhir buat penelitian. Nah, menurut ibu, perubahan apa yang terjadi pada siswa setelah mereka mengikuti pelajaran dengan communication games?

G : Oh, siswa tu kemaren pas tak ajar jadi lebih pe de ngomong pake bahasa Inggris, *Mbak*... meski masih ada beberapa kata yang salah ucap sih... Tapi udah bagus itu. Biasane mereka diam kalo nggak tau, nggak mau nanya. Pas tak tanya katanya pada seneng. Pada kamu kasih hadiah, ya *Mbak*?

P : Iya, Bu... Buat penambah semangat.

G : Iya, mereka juga kelihatan lebih seneng pake kamus yang kamu kasih itu, lho... Kalo pas pelajaran, mereka kadang buka laptop buat nyari pengucapan sama artinya, *Mbak*...

P : Iya, Bu... kemaren pas tak liat beberapa siswa yang bawa laptop malah pake laptopnya buat nge game. Yah, dari pada kayak gitu, mending tak kasih kamusnya itu biar mereka buka pas pelajaran...

G : Iya, *Mbak*... kalo sama aku, nggak boleh tu laptop mereka dibuka. Ngganggu, *Mbak*... tapi, kalo dipake buat yang bermanfaat kaya gitu ya ga apa lah.... Terus, kamu masih mau masuk kelas nggak?

P : Sampun, Bu... Terimakasih atas bantuan dari ibu selama ini.

G : Iya, *Mbak*... Sama-sama. Kalo udah, maaf ya, saya mau masuk kelas.

P : Ya, Bu. *Sampun cekap*... saya pamit dulu. Kalo saya masih perlu sesuatu saya bisa hubungi ibu langsung kan?!

G : Ya, *Mbak*, pasti....

P : Nggih, Bu... *maturnuwun*.

PHOTOGRAPHS



Each students had a handout.



Students practiced dialogue of Task 1.



Other students paid attention to their friends performance.



Students completed exercises in the handout.



The researcher gave examples of pronunciation.



Students practiced pronunciation.



Students discussed the other exercises to make conversation.



The researcher monitored students.



A pair of students performed conversation.



The researcher presented the games' rule.



Some students demonstrated the game.



Students performed game.



Students played game.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

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FRM/FBS/33-01
10 Jan 2011

Nomor : 1100c/UN.34.12/PP/IX2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

13 September 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Speaking Skills of XI Grade in SMK Muhammadiyah 2 Klaten Utara through Communication Games in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : AYU DEWI WARASTUTI
NIM : 08202241010
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – Oktober 2012
Lokasi Penelitian : SMK Muhammadiyah 2 Klaten Utara

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Wakil Dekan
Dr. Widyastuti Burbani, M.A.
NIP. 19610524 199001 2 001

Tembusan:
Kepala SMK Muhammadiyah 2 Klaten Utara



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PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 14 September 2012

Nomor : 070/7721/VI/09/2012

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bakesbangpol dan Linmas
di -
Tempat

Perihal : Ijin Penelitian

Menunjuk Surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY
Nomor : 1100c/UN.34.12/PP/IX/2012
Tanggal : 13 September 2012
Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : AYU DEWI WARASTUTI
NIM / NIP : 08202241010
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING STUDENTS' SPEAKING SKILLS OF XI GRADE IN SMK MUHAMMADIYAH 2
KLATEN UTARA THROUGH COMMUNICATION GAMES IN THE ACADEMIC YEAR OF
2012/2013
Lokasi : SMK Muhammadiyah 2 Klaten Utara Kota/Kab. KLATEN Prov. JAWA TENGAH
Waktu : Mulai Tanggal 14 September 2012 s/d 14 Desember 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Ir. Joko W. Santoro, M.Si
NIP. 19540108 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
3. Yang Bersangkutan



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PEMERINTAH PROVINSI JAWA TENGAH
BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT

Jl. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122
SEMARANG - 50136

SURAT REKOMENDASI SURVEY / RISET

Nomor : 070 / 2173 / 2012

- I. DASAR : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.
2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY. Nomor 070 / 7721 / V / 09 / 2012. Tanggal 14 September 2012.
- III. Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas pelaksanaan Penelitian / Survey di Kabupaten Klaten.
- IV. Yang dilaksanakan oleh :
1. Nama : AYU DEWI WARASTUTI.
 2. Kebangsaan : Indonesia.
 3. Alamat : Karangmalang, Yogyakarta.
 4. Pekerjaan : Mahasiswa.
 5. Penanggung Jawab : Dra. R.A. Rahmi D. Andayani, M.Pd
 6. Judul Penelitian : Improving Students Speaking Skills Of XI Grade In SMK MUHAMMADIYAH 2 Klaten Utara Through Communication Games In The Academic Year Of 2012 / 2013.
 7. Lokasi : Kabupaten Klaten.

V. KETENTUAN SEBAGAI BERIKUT :

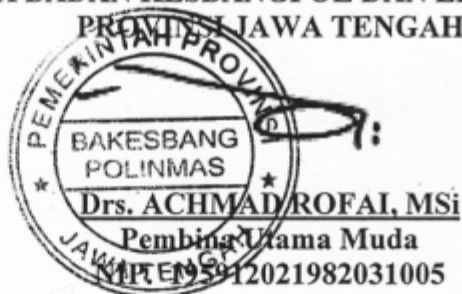
1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan.

Tidak membahas masalah Politik dan / atau agama yang dapat me-nimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
 4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.
- V. Surat Rekomendasi Penelitian / Riset ini berlaku dari :
September s.d Desember 2012
- VI. Demikian harap menjadikan perhatian dan maklum.

Semarang, 3 Oktober 2012

an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH





PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
 KLATEN 57424

Klaten, 04 Oktober 2012

Nomor : 072/850/X/09
 Lampiran: -
 Perihal : Permohonan Ijin Penelitian

Kepada Yth :
 KEPALA SMK MUHAMMADIYAH 2 KLATEN

Di -
KLATEN

Menunjuk Surat Rekomendasi dari Badan Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Provinsi Jawa Tengah Nomor 070/ 2173/ 2012 Tanggal 3 Oktober 2012 Perihal Rekomendasi Pelaksanaan Penelitian/ Survey di Kabupaten Klaten, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian oleh :

Nama /NIM : AYU DEWI WARASTUTI
 Alamat : Jagalan RT/RW 010/004 Desa Kahuman Kecamatan Ngawen
 Pekerjaan : Mahasiswa Fakultas Bahasa dan Seni UNY Yogyakarta
 Penanggungjawab : Dra. R.A.Rahmi D.Andayani, M.Pd.
 Judul/ Topik : Improving Students Speaking Skills Of XI Grade In SMK Muhammadiyah 2 Klaten Utara Through Communication Games In The Academic Year Of 2012/2013
 Jangka Waktu : 3 Bulan (04 Oktober 2012 s/d 04 Januari 2013)
 Catatan : *Menyerahkan Hasil Penelitian Berupa Hard Copy Dan Softt Copy Ke Bidang PEPP/Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya

An. BUPATI KLATEN
 Kepala BAPPEDA Kabupaten Klaten
 Ub. Sekretaris


[Signature]
 Hari Budiono, SH
 Pembina Tingkat I
 NIP. 19611008 198802 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten;
2. Ka. Dinas Pendidikan Kab. Klaten;
3. Dekan Fak. Bahasa dan Seni UNY;
4. Yang Bersangkutan;
5. Arsip.